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ABSTRACT

The Women's Re-Entry to Education Program (WREP) at San Jose City College, which offers a supportive program in teaching skills needed for meaningful careers is described in this report. Funded in July 1973, WREP is designed for women who suddenly find themselves confronted with unexpected needs and roles, making it necessary for them to change their career aims or educational goals. It focuses on the low-income, urban woman and is directed to a target population of the economically educationally disadvantaged, welfare recipients, female heads of household, and women seeking new directions in occupational, educational, and personal aims. This report describes various aspects of the WREP program, including: funding requests, courses, staff, program director, instructors, counselor, social services coordinator, clerical secretary, student assistants, consultants, peer tutors, community advisory board, schedule of implementation, recruitment and outreach, inner-dity inner-city workshops, campuses, selection of students, orientation, registration, block scheduling, instruction, English, tutoring, English as a second language, health, course evaluation, grades, counseling, career guidance, personal counseling, group counseling, peer counselors, space, finance, child care, transportation, attrition, testing, attitudes, budgets, program evaluation, and future outlook. (LBH)

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HISTORY

WOMEN'S RE-ENTRY TO EDUCATION PROGRAM

SAN JOSÉ CITY COLLEGE

1973–1976

HE009471

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ONE WOMAN'S STORY

ONE WOMAN'S STORY

Last year Anita Hernandez's future looked bleak. She spent her days watching television in her East San Jose home, never bothering to get dressed in the morning. Even if she had been motivated to go somewhere, the 25-year-old woman didn't own decent clothes to wear.

It wasn't that Anita liked her stagnant lifestyle. She would have liked to get a job, but some other applicant always seemed to have more experience. Added to that were the ravages of polio, which made it necessary for Anita to use crutches or a wheelchair. At one point, the young Chicana thought a husband may be the answer to her problems. She already had one child, and she didn't want another. But her husband promised financial security for her family and the additional child he wanted. Anita learned a hard lesson when the authorities took her husband away to jail before the second baby was even born. She was left alone with the responsibility of yet another child and a seemingly hopeless future. It looked like she was going to spend the rest of her life sitting within the narrow confines of her home, located in San Jose's predominantly low-income, Chicano area. She was supported by $212 a month she received in Aid for Families with Dependent Children benefits and the $235 a month she received for her disability.

A crucial change came in Anita's life the day she read a newspaper article about the Women's Re-entry to Education Program (WREP) at San Jose City College (SJCC). Here was a supportive program that helped people such as Anita continue their formal educations, allowing them to learn skills they needed for meaningful careers. She believes she was taught "the same things over and over" during high school, where she didn't learn the skills needed to get a job.

Besides the opportunity to learn necessary skills, Anita was pleased to find that WREP students didn't have to take college placement tests or even produce high school diplomas. Placement tests are commonly feared by the mature, re-entering woman, who often has low self-esteem. Such a woman may have spent years at home raising a family, believing that she doesn't have the competence held by those who have been out in the world. Anita was encouraged by the opportunity to share her classes with other mature, re-entering women who shared similar problems and anxieties. These women gave her support, and she didn't have to compete with the "bright" students right out of high school. In reality, re-entering women fear those young students but later find that the mature student has learned a lot from life experiences and is a lot more competent than they had ever believed. Still another attraction to the program was the warmth and caring demonstrated by the WREP staff. When Anita was in high school, she wasn't sure how she would do in college, but she did learn that WREP provided tutoring in case she did encounter scholastic difficulties.

The whole program sounded like a miracle, but there was one little catch. Myriad women applied for the program each semester, but only 35 could be accepted into the program. "I was surprised to be one of the lucky ones", Anita said of her admittance into the program. "I'm so grate-

ful I found the program. I'm usually not lucky, and I didn't think I would get in."

But even after the excitement of being accepted into the program, Anita found that her problems weren't over. Although her 2-year-old child was accepted into a childcare center for the time she attended classes, she couldn't find a place for her 3-year-old boy because he wasn't toilet trained. That meant that she had to bring the boy to school when she couldn't find a friend to care for him. The Vocational Services (Welfare) Department sometimes provides the money to pay for a licensed babysitter to take care of such children while the mother is receiving an education. However, the Welfare Department will do that only for women who are taking a program that lasts for two years or less, and Anita's aspirations are higher than that. She wants to be a teacher of the blind, a job that will require five years of training. Another problem is that the Welfare Department often encourages women to take six-week vocational programs, during which childcare is provided. When the short program is completed, however, the woman is no longer eligible for further childcare services during an additional training period.

Anita applied for a Basic Educational Opportunity Grant (BEOG) to help pay for the costs of books and transportation, but an administrative foul-up that she didn't understand resulted in several months delay in receiving the grant. She was partially saved by the Philanthropic Education Organization, which has set up a fund to meet financial emergencies encountered by WREP students. She was given enough money to pay for her books, and WREP helped her to get the $20-a-semester school parking fee waived. She received the $200 BEOG grant in April, 1975, but she was disappointed that the grant wasn't retroactive to February when she started college. The $200 will help, but Anita's car needs repairs, and she won't have a cent to spare. She has already moved to a cheaper home in order to afford going to college. Anita generally finds enough money to buy gasoline to get to school and perhaps enough to buy a cup of coffee. She has managed to buy two outfits to wear to WREP classes.

With all of the difficulties involved in going to college, some might wonder why she even bothers. But Anita found staying home "more of a hassle." She stayed home most of the time since her first child was born, and that was boring. "I feel good that I have bettered myself and my appearance," the enthusiastic woman noted. Anita takes every day as it comes and feels that even her current pregnancy won't keep her from completing her education. Although Anita's story may sound a bit extreme and unusual, she is a typical WREP student. Other WREP students have similar problems, and they wouldn't be in college at all if it wasn't for the program, geared especially to meet their needs.
(See appendix, page 34 for quotations from WREP applications which captured some of the needs of WREP students.)

THE PROBLEM AND THE PROGRAM

America's women are changing. The stereotype of a woman as house-

wife, caught up in a world of dishes, diapers and Betty Crocker cookbooks, can no longer be taken for granted. In the rapidly changing social climate of the seventies, that previously popular concept of the American woman is becoming less commonplace.

The California Commission on the Status of Women reports that more than 35 million women are employed in the United States today. Approximately 60 percent of these women are working for compelling economic reasons, and one in ten women at the national level is listed as a single "head of household". More than 12 million children in America are solely dependent on women for their support.

If the American woman is to be prepared for meeting the growing demands of the new roles she must fill, the status of women in our society, especially in the areas of education and occupations, must be raised to the level of status now enjoyed by men. The Women's Re-entry to Education Program at SJCC is a college and community effort to bring occupational and educational equality to women. The college and community are aided by funds from the U.S. Department of Health, Education and Welfare Fund for the Improvement of Post-Secondary Education.

In San Jose, California, minority women (Black, Anglo, Mexican-American, Asian and American Indian) comprise almost three-fourths of the poverty level heads of families. With the increasing divorce rate in the San Jose area, more and more women are becoming heads of families. Many of these women have no career or post-secondary education experience which would enable them to maintain a non-poverty level of existence for themselves and their families.

WREP is designed for women who suddenly find themselves confronted with unexpected needs and roles, which make it necessary for them to change their career aims or educational goals. These women, like Anita Hernandez, may suddenly find themselves heads of families or they may find that they have spent years at home taking care of a family, but they haven't been able to keep up with the rapidly changing world around them. This lack of experience and lack of common interests may lead to tension within the family.

The primary goals of most entering WREP students are to gain the necessary skills to enter into meaningful careers, to keep up with their husbands and children, and to give their children a good example to follow. In addition, many of the women say they have given themselves to their families and are going to do something for themselves. They often have guilt feelings about spending time on their own educations, but they gradually realize that it is all right to do something for themselves.

WREP is different than the previous educational experiences often offered to disadvantaged women, who are expected to learn to type, become assembly workers, or other stereotyped occupations reserved for women and minority groups. WREP offers a general education that serves as a foundation for diverse career, educational or personal goals. In a supportive academic atmosphere, students are exposed to courses and counseling that prepares them for success in both new and traditional career choices.

WREP is the only program in the San Jose area that focuses on the low-income, urban woman. The program is directed to a target population of the economically and educationally disadvantaged inner-city women, welfare recipients, female heads of household, and women seeking new directions in occupational, educational and personal aims. The decision to direct the program to these particular women came after an in-depth investigation of the problems confronting mature women at San Jose City College.

During the 1967-69 school years, several women faculty members at the college became sensitive to the general lack of mature women students on campus and the high attrition rates of those who did attend. Marjorie Blaha, the faculty member who became the first director of WREP, saw the need for the program when she taught a women in literature course, the first women's studies course offered at the college. The mature women who took the course discussed the problems they had with re-entry into the educational system. As a group, the mature women were highly motivated, competent performers who often sought advice from their professors. But a significant number of them lacked confidence in their academic abilities, remained isolated from the younger students and eventually disappeared from classes.

In 1970 a Women in Education Committee (WEC), open to all members of the college faculty and staff, was formed. The committee found that most women from the San Jose community who returned to college were residents of the inner city who faced financial, child care and transportation problems as well as family hostility for spending time away from home. In addition, these women had dim prospects of ever gaining occupational promotions or eventually finding gainful, satisfying employment. Those who ventured to return to school were often intimidated by application procedures, placement tests, registration and the fear of competing with younger students.

The WEC developed for the mature student the general outline for an educational program with no pre-college entrance and age requirements. Based on the women's need for mutual supports and encouragement, the women outlined a program which fosters the development of a strong sense of self-esteem in each woman and helps her to improve family relations, particularly through her growth as parent. It provides the academic preparation and skills needed for the woman to make decisions about educational and personal goals and careers. The WREP staff makes every effort to encourage the women to make their own decisions rather than relying on the staff for problem-solving and decision-making. In addition, the women are introduced to college and community services and issues and are encouraged to become more active, involved members in their communities.

In Fall 1972, the head of the WEC went to the SJCC Innovations Committee to request money for a study to determine the needs of mature women students and to develop the specific structures of a re-entry program. The request was refused, but the college administration did agree to establish a small re-entry program, releasing the director from the two hours of class time and offering some supportive services. The WEC felt the minimal effort was doomed to failure because the mature women had many needs that could not be met with the

amount of help offered. The WEC felt that a full program of classes and services, not already available at the college, was necessary.

The committee then investigated re-entry programs for women at surrounding colleges. Each program was open to women of all ages and held no pre-requisites for entrance; but each was designed for the specific group in the immediate community, such as women in alcoholic and drug rehabilitation programs and suburban housewives.

The committee used the experience of other WREP programs to set up two experimental guidance courses for mature women during the Spring of 1973. The courses, which were offered to women who returned to education after a time away from school, were part of an attempt to predict the success of WREP. Personal and career counseling were the core functions of the classes, and the women were given the chance to share interests, aims and problems. Both courses were a success, and attrition was minimal. The students gave a high evaluation of the classes, emphasizing the positive feeling they drew from the sense of "belonging," "support", and "sharing."

The committee then developed the specific components of the re-entry program, striving to fulfill the academic, personal and social needs of the San Jose women.

FUNDING REQUEST

After the entire program had been outlined, the head of the Women in Education Committee requested funds from the U.S. Department of Health, Education and Welfare (HEW) Fund for the Improvement of Post-secondary Education (FIPSE). The package of curriculum, staff and program objectives was sent to HEW with the request for funds to benefit economically disadvantaged women, particularly those who were from the San Jose inner city, female heads of household and high school dropouts. The three-year grant was funded beginning July, 1973. It provided for a program of active recruitment, orientation, equipment, tutoring, and social services not available at the college. The SJCC district granted support in the form of released time from classes for instructors, the use of college buildings, equipment and services, office space, and aid in developing special admission and registration procedures. (See appendix, pages 35 and 36, for original budget and long and short-term objectives.)

THE COURSES

The one-year program was structured around a block of 12 units per semester, which would be offered to about 35 women accepted in the program each semester. The WREP courses are required of all students, who stay together in the group for all WREP classes. This arrangement reinforces group identity and support. Classes are offered on Mondays, Wednesdays, and Fridays from 9 a.m. to 1 p.m. so that scheduling problems

are minimal for the women with home, child or part-time work responsibilities. All courses except tutoring, which is offered from 1 to 2 p.m. on the same days, are transferable.

The selected courses, which are basic to most career goals and satisfy the general education requirements for most two and four year college programs, were:

Fall Semester	Units
GUIDANCE 96/97 Career planning/college orientation	2
SOCIOLOGY 10 American culture, social organizations, group behavior, social stratification, racial and ethnic groups, dynamics of social change.	3
HEALTH EDUCATION 11 Emphasis on physical and mental fitness, marriage, women's health needs, health hazards, and chronic disease.	2
ENGLISH 92/1A Expository writing, journals, research, critical reading.	3
TUTORIAL LAB (non-transfer) Peer and instructor assistance for students.	1-3
	11-13

Spring Semester	
**HISTORY 55 American History.	3
BIOLOGY 21A An introductory course with emphasis on ecology, reproduction, genetics and evolution and races of humankind.	3
TUTORIAL LAB (non-transfer)	1-3
One of the following electives: HOME ECONOMICS 72, PARENT DEVELOPMENT, developed during the program's first year; SPEECH 55; ALGEBRA 1; PSYCHOLOGY 10; CHILD DEVELOPMENT 70; and PHYSICAL EDUCATION. Electives are introductory courses offered by the regular college.	1-3
	8-12

THE STAFF

**SPEECH 55, INTRODUCTION TO COMMUNICATION;
was later substituted for History 55.

THE STAFF

Vital to the success of the re-entry program is the hiring of a co-operative, competent, sensitive staff. The WREP staff is comprised of women who have themselves experienced the re-entry process. In addition, the staff members come from several cultures and ethnic groups in order to provide role models for the students. Although the staff members have general responsibilities, they may be called upon to do any task that is required. Any staff member may, for example, counsel or tutor a student when requested. The staff members work together co-operatively and do not consider certain responsibilities to be the exclusive realm of one person. They are allowed to concentrate on the areas in which they have the most competence. One staff member lacked completion of a college degree but was hired on the basis of her intensive community experience. The staff recognizes that women often gain experience in their communities through volunteer and other work, but that experience is not always recognized by business and other work communities. WREP encourages the rewarding of women for the work they have done and includes recognition of that work in its own hiring policies.

Staff members include the program director, counselor, instructors, a half-time social services coordinator, and a clerical assistant to the director. Working with the staff are student office assistants, peer tutors, consultants and a community advisory board.

PROGRAM DIRECTOR

The program director has the responsibility for structuring and administering the program. She is responsible for publicity about the program, and for the recruitment, selection and orientation of students. She also coordinates the instruction, counseling and tutoring staff and works with consultants and other institutions. She is a liaison with community organizations, agencies, college administrators, and groups including the Community Advisory Board for the program. The director makes available information about the program to interested college, community and media persons. She seeks future sources of income and is responsible for the maintenance of information and statistics needed for evaluation of the program. The director is also responsible for the budget and helps coordinate the program with the childcare center. In reality, she oversees every phase of the program operation. It is not

unlikely that she will be called upon to counsel, tutor, teach a course, or even type.

INSTRUCTORS

The instructors were chosen from SJCC women who were identified as being sensitive to the problems of the mature woman and who were competent in the subject areas chosen for the re-entry program. Some of the instructors were on the Women in Education Committee, which formulated the WREP program. All of the prospective instructors were told they would have to make more of an effort to reach students than that ordinarily required of an instructor.

COUNSELOR

The counselor works directly with the women in the program, using both individual and group methods of counseling. She deals with the varied problems--personal, family and academic--which the mature woman may experience. She is able to provide necessary educational and vocational testing and counseling in addition to counseling for social adjustment. She is able to assist the student with problems such as finances, family schedules, and transportation. She also makes referrals to health and social service agencies and provides specialized counseling related to past school performance, language difficulties and tutoring recommendations. She assists with screening and counseling of prospective students. And she has a knowledge of health and social service agencies. She is willing to take risks in accepting for the program women who would not be recommended for college by traditional counselors, many of whom fear recommending students who may fail. In addition, she supervises peer tutors, peer counselors, and counseling interns.

SOCIAL SERVICES COORDINATOR

The social services coordinator functions as a liaison between students and any contacts they may have with community agencies. She is available for advocacy in a supportive and sensitive manner. She prepares the monthly reports required for women who are receiving financial help for their educations from the State Department of Social Services (welfare). In addition, she canvasses the community for childcare centers and is an advocate for the women seeking childcare. She also has up-to-date resources and referrals for the housing, legal, medical, academic and transportation problems the students may encounter while in school. Through home visitations and

phone contacts, she assists in resolving problems for women who might be potential drop-outs, as identified by two or more successive absences. The present social services coordinator is bilingual and assists with counseling. She helps recruit women from the Asian and other communities and handles much of the student orientation work.

CLERICAL SECRETARY

WREP has the administrative responsibility for the general secretarial work necessary for the operation of the program, which is also done by the student assistants. The clerical secretary helps with the registration of new and continuing students and handles the mailing of applications and notices for registration. She assists in preparing preliminaries for class schedules, budget drafts and proposals, and she coordinates audio-visual needs. In addition, clerical secretary gathers information about the Re-entry program and helps compile statistics and writes reports. She answers any questions about the program, greets visitors, maintains the program director's appointment calendar, takes incoming phone calls, and schedules appointments. The secretary has to be knowledgeable about every aspect of the program in order to perform her varied duties. She has to be a self-starter and problem-solver, as she works with a minimum of direction and solves a constant stream of problems that are directed to her by students, staff and community. If she can not solve the problems herself, she must know to whom inquirers should be directed.

STUDENT ASSISTANTS

Four paid students work with the program director, counselor, social services coordinator, and clerical secretary as a liaison between the students and the re-entry staff. The aides assist with recruiting, orientation and registration of new students. They assist with the ongoing work of the program, including secretarial work, helping the program director and clerical secretary.

CONSULTANTS

Consultants are hired to help evaluate the program, and they are called in to give advice on specific problems that arise.

PEER TUTORS

Peer tutors are provided primarily through the College Cooperative Learning Center. The peer tutors assist students both individually and in groups within the classroom. Efforts are made to recruit mature women for these positions so that the re-entry students will be exposed to successful role models.

COMMUNITY ADVISORY BOARD MEMBERS

An advisory board was chosen from members of San Jose organizations and institutions who expressed support for a women's re-entry program at SJCC. They were responsible for assistance with recruitment, fund-seeking, determining the needs of community women, and seeking help from community resources.

The first decision for the board was to concentrate on one specific area of concern, the need for campus childcare facilities. Through letters and personal contact, members urged community organizations and residents to support a campus childcare center. The center was established as a result of these and other efforts.

The following were the first community advisory board members:

Ruth Adamson	National Organization for Women, San Jose Chapter
Joan Casananes	Affirmative Action Officer, General Motors, Fremont
Elaine Hale	San Jose City College Student
Ann Jacques	Re-entry Graduate
Lillian Moore	Santa Clara County Commission on the Status of Women
Jerry Murry	Black Women for Progress
Greg Ohanneson	Assistance Director, Vocational and Adult Education, County Education Department
Esther Ono	San Jose Human Relations Commission; Women Who Care
Viola M. Owens	Associate Superintendent, Santa Clara County Office of Education
Carolyn Shack	San Jose Alcoholic Community Worker
Dorothy Sutherland	Santa Clara County Women Leaders in Education
Nona Tobin	Santa Clara County Economic and Social Opportunities Education Council
Mary Wines	Member, Santa Clara County Board of Education

Maria Garcia	Assistant Director, Community Education Program, San Jose State University

SCHEDULE OF IMPLEMENTATION

The following schedule of implementation for the program was developed:

The Women's Re-entry to Education Program was structured in three phases. Phase 1, 1973-74 covered implementation and feasibility studies of the pilot program. Phase II, 1974-75, repeated, altered and improved the program based on experience and evaluation acquired during the first year. During Phase II emphasis was placed on developing a Child Development Center to coordinate with WREP. During Phase III, 1975-76, efforts were made to replicate the SJCC Women's Re-entry Program in other metropolitan areas with similar needs for educating the mature women.

Phase 1, 1973-74

April	Final decisions on curriculum, staffing, brochure content.
May	Brochure printing and mailing (already funded).
May-June	Expanded community discussion and involvement.
May-August	Recruitment of students (partially funded).
September (early)	Orientation of students (partially funded).
September (middle)	Beginning of instructional program.
January, 1974	Mid-year evaluation
February	Modification of Program if necessary, based on first semester experience.
February-June	Introduction of new student population, on-going instruction for new and first semester students. Repeat of fall semester pattern.
August	Evaluation completed on first year of program.

Hopefully, the Women's Re-entry to Education Program will become an effective, valuable and integral part of the college offerings and a service to the San Jose Community, so that the Program will continue long after the three-year funding request time has expired.

RECRUITMENT/OUTREACH

Having a viable program, staff, money and college cooperation, WREP was ready to be introduced to the community. The WREP staff initially

TARGET GROUP
INNER CITY

distributed written information among students who knew women who would be interested in the program. Social Service agencies and area organizations such as Job Corps, San Jose Unified School District, Metropolitan Adult Education, Welfare Rights and the YWCA, were contacted. These and other organizations were enthusiastic and willing to distribute information to members and residents of surrounding communities. Centers contacted in a direct effort to reach members of the WREP target population included the San Jose Indian Center, Sacred Heart Community Church, the Mexican-American Community Service Association and Asians for Community Involvement. Local radio. television and newspapers received and distributed information throughout San Jose. Brochures, posters and printed schedules were distributed at beauty salons, laundromats, the SJCC campus, surrounding junior colleges, community colleges, and satellite high schools, particularly where adult education classes were held. The staff also spoke to community organizations, including Asians for Community Involvement, San Jose State University, La Conferacian de la Raza, East Valley Social Services Staff, Philanthropic Education Organization, Unida Women's Concerns meetings, Bank of America, Santa Clara County Association of Educational Office Employees, Mexican-American Community Services Association, Women Leaders in Education and Ad Hoc Committee on the Status of Women. Recruiting efforts for the second and subsequent semesters included efforts of WREP students who spoke to Scouts and other community groups, staffed a booth in a San Jose shopping mall and continuously offered information about the program in their daily one-to-one contact with women.

The response to the recruitment efforts was overwhelming. Individual students and those referred by the Santa Clara County Department of Human Resources, the Elmwood Detention Center and the Santa Clara County Department of Rehabilitation made numerous inquiries into the program. Besides making referrals to the program, these agencies maintained an active system of information and service exchange with the WREP counselor and social services coordinator. These and other agencies, which have responded with support to WREP, provided aid in relieving some of the personal, financial and other tensions that plagued the re-entering students and too often prompted them to leave school in the past. The staff did not expect the more than 350 inquiries received the first semester. Although the staff was pleased by the interest and enthusiasm of the potential students, it faced the sobering truth that there was not enough room for more than a fraction of the interested students.

The sources of referral for Group I WREP students were newspapers, recruiters, 5; friend, 5; WREP brochures, 3; children attending SJCC, 3; counselor, 2; library poster, 2; model cities, 2; SJCC class schedule, 2; shopping center, 1; adult guidance clinic, 1; social worker, 1; radio, 1; National Organization for Women, 1; other college referral, 1; Santa Clara County Human Relations Commission, 1; and no response, 1. During the second semester, however, 11 new students were referred to the program by current or former WREP students, indicating the success of peer recruiting. They have recruited prospective students through orientation, open house, community workshops, participation in women's groups, the formation of a speaker's bureau, speaking in their own communities,

staffing a booth in a shopping center, informal discussions, and one-to-one contact with prospective students. Thirty students stated they had done recruiting on their own time for WREP during the first semester of the program. Of those students recruited by WREP students, it was estimated that 22 were enrolled in the program for the second semester of WREP. The second largest source of referral during the second semester was community agencies or organizations. Many inquiries came from women who were not interested in the total WREP program. Rather they wanted counseling in career planning and information on college courses and offerings that lead to career training. The staff brought the requests of these women to the attention of the college Community Services Department, encouraging the college to set up a workshop on new and changing careers for women. WREP supplied the Community Services Department with the names of approximately 100 possible enrollees for the program that was initiated during the first semester of WREP.

Socio-economic data on women entering WREP during the second year continued to reflect a large representation of welfare recipients, inner city women, women heads of household and low-income women. The continuing ability to reach the target population has been the result of the intensive recruiting, publicity, favorable media coverage, campus support, community contacts, and liaisons with the Santa Clara County Social Services and other human service-related agencies. However, past and current WREP students continue to be one of the most instrumental agents in recruiting new students.

INNER CITY WORKSHOPS

Two inner city workshops, designed to attract inner city women to WREP and other college programs, were held during the second year. A third was planned for the same year. Women were recruited for the workshops by contacting social service and community agencies and organizations. WREP also had a list of women who had made inquiries about the program. In addition, students distributed flyers about the workshops throughout the community. The workshops were designed to encourage women to examine their existing attitudes toward self-advancement through education, and they stressed educational opportunities for those women who desired employment but who are currently unemployed or under-employed, those without high school diplomas, and those who may have felt they did not possess the ability to succeed in postsecondary education. Specifically, the workshops included information on how to take advantage of post-secondary education, to upgrade educational levels, to experience personal growth and understanding, and to effect attitudinal changes toward the self, home and community. Experience showed that women should not be asked to make a decision about returning to college at the time of the workshops. Financial and other services which could be provided should be stressed.

WREP is currently trying to attract Asian-American women into the program. In the past, enrollment data related to a significant lack of representation from this population group. There is a great deal of cultural pressure for the mature Asian woman to remain in the home as is the case in the Chicano family. Efforts have been made to recruit Asian women through Asian churches, the Asian newspaper, medical and dental facilities, and other Asian community organizations. Community workshops are also used to attract Asian women.

ELMWOOD DETENTION CENTER

In an effort to attract women from the Santa Clara County Elmwood Detention Center to the WREP program, the WREP counselor and clerical assistant have made regular presentations about WREP to the women there in addition to tutoring them. As a result of the continuous work with the detention center officials, a woman has been allowed to leave the center to attend WREP classes. Another woman enrolled in WREP after she left the jail. WREP hopes to bring more women from the center into the program and will continue to advise women there about the educational opportunities that are available when they are no longer confined.

EVERGREEN VALLEY CAMPUS

WREP is coordinating with administrators and faculty, on an advisory basis, to carry out a WREP-type program on the new SJCC Evergreen Valley Campus, which opened in Fall, 1975.

SELECTION OF WREP STUDENTS

Each woman who expresses a keen interest in the total WREP program completes an application form and a writing sample so that the staff can determine her English skills level. This simple writing sample replaces college entrance tests, which the women often fear. Each woman is then interviewed by the counselor for about 45 minutes. The counselor helps her determine educational goals and needs and outlines a program of study that includes WREP classes and an alternate list of classes in the event that she is not accepted into the program. The WREP counselor interviewed 131 women for Fall, 1973; 125 for Spring, 1974; and 150 for Fall, 1974. A counseling intern from

San Jose State University worked with the WREP counselor, assisting in testing and personal interviews with program participants. She proved to be a valuable aid to the counselor and an asset to the program in general. WREP plan arranges each year for counseling interns, whose services are provided at no cost to the program. During the interviews, the women who clearly did not meet the entrance criteria for and did not feel they needed the supportive program were encouraged to enroll in the regular college program. They were referred to specific, receptive counselors in the college Counseling Department. By the end of the first year more than 100 of these women had enrolled in SJCC.

The community services workshop and the counseling of women into the general mainstream have relieved some of the frustration about the placement of the overflow of the WREP applicants. However, the college and community need more, expanded re-entry programs for women who will be trapped in pockets of frustration and dispair until such programs are established.

The selection of WREP students is handled by a Screening Committee, consisting of WREP staff members, advisory committee members, a non-WREP instructor and, since the second semester, a current WREP student. The Screening Committee matches application information to the program criteria and selects the final list of students to be admitted. In Fall, 1973, the committee was faced with 131 applications to fill 35 spaces. To accommodate some of this overflow, the committee accepted 45 students. After one semester, instructors found that because of low self-esteem and academic insecurity, the participants demanded a great deal of attention and individual tutoring. Forty-five women were ten too many. The proposed 35 students were accepted into the program for Spring, 1974. Class size was better but a new problem arose. The Spring applications reflected a marked increase in responses from women in the WREP target population, and by eliminating ten students, the Selection Committee eliminated middle class, suburban women. This time instructors found that without a socio-economic mixture, the class lacked role models and leaders. As a result, class activity and morale remained at a low level throughout the semester. Now that the Selection Committee is aware of the benefits of the socio-economic mixture, it chooses 35 women whose backgrounds contribute to group diversity and providing educationally motivated role models.

(See appendix, page 37, for a profile outlining the cultural and socio-economic characteristics of WREP students who were enrolled during the first year of the program.)

Applicants are informed of selection committee decisions by mail. Those accepted are invited to attend the WREP orientation, and those not accepted are encouraged to enroll in the regular college program and to make use of WREP services whenever they need them.

ORIENTATION

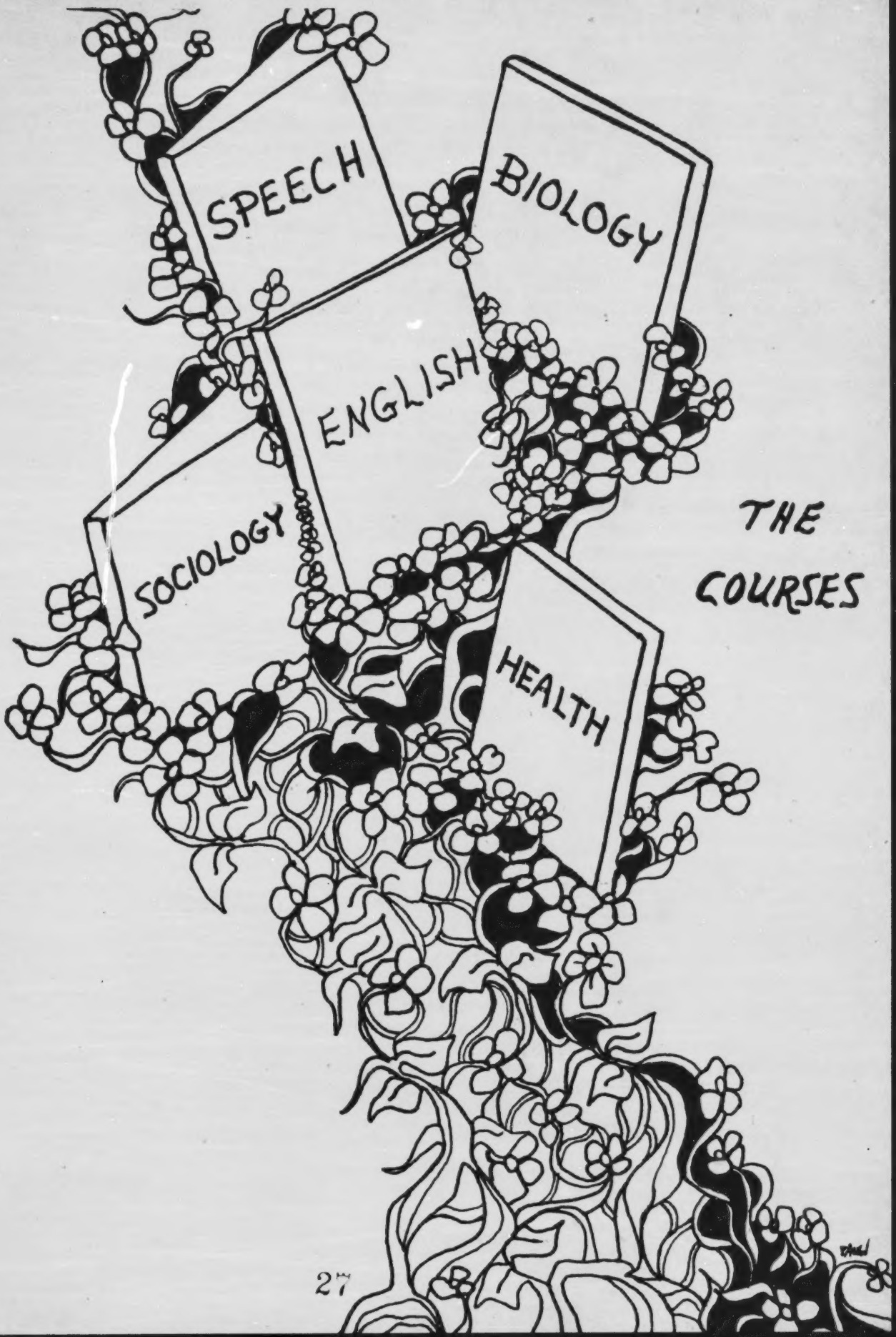
Part of the fear of re-entry is eliminated when the student becomes familiar with the campus and its facilities. Being able to recognize the faces of sister students, the program staff and instructors also helps put the new students at ease.

WREP holds an orientation for new students during the week prior to the first week of classes in order to allow them to become familiar with their college environment, college policies and working procedures. The students are met by the WREP staff and instructors, college administrators, and since after the first semester, by successful WREP students who serve as role models for new students. The college president and program director offer a few words of welcome, and the program counselor explains registration. A group discussion by re-entered students from Bay Area Colleges was held during the first semester of the program. After that, WREP students discussed their experiences and answered questions from the new students. WREP is accumulating a pool of students who have successfully completed the program and who are interested in sharing their experiences with new and potential WREP students. A keynote speaker usually discusses the expansion of career options she has experienced through education.

The question and answer session is usually followed by a campus tour, which includes information on services available in other college departments. Packets of information about SJCC, WREP and various services are also distributed.

REGISTRATION

The confusion and stress of registration is enough to deter even the regular college student. To alleviate as many feelings of frustration and bewilderment as possible, WREP guides the student through a group registration. Women who have successfully completed the re-entry process are on hand to provide role models for the newer students. The college administration has been cooperative in working with the staff to establish a special registration procedure. During the first semester, group registration was held one week after orientation. However, it was discovered that several students had difficulty returning to campus for special registration. In Spring, 1974, orientation and registration were held on the



THE COURSES

same day. This, too, created problems. The college had difficulty coordinating the WREP registration with the regular college procedure, and the students had to remain on campus several hours beyond their expectations. Same day registration was held for the third semester, but the problem of inconvenience remained unsolved. Since then, however, the process was improved by giving the WREP staff control of the registration cards for its classes. Registration packets can be made up ahead of time, resulting in a smoother registration process. WREP has encouraged SJCC to institute, as a part of the regular college procedure, some of the personalized recruitment and enrollment procedures developed by WREP.

BLOCK SCHEDULING

The initial days of a semester are characteristically filled with confusion as students scramble to find classrooms, buy books and learn to read their schedules. The re-entry students faces these beginning hurdles with the added handicap of insecurity. By using the block schedule, WREP reinforces group support and guidance, alleviating the anxieties felt throughout the days and weeks of the students' first encounter with college life. Block scheduling gives the program participants the chance to become familiar with sister students and the opportunity to share mutual problems. It affords convenience in arranging time schedules and rides and provides course consistency as students discuss related topics in each class. The first year students strongly preferred the block scheduling. They were asked to rate the convenience of class times on the following scale:

RESPONSES	NUMBER OF RESPONSES
1. Very convenient	40
2. Somewhat convenient	7
3. Inconvenient at times	3
4. Very inconvenient	0

After the first few months of school, some of the students felt the block schedule prohibited them from meeting new people on campus. These students were encouraged to take courses outside the WREP block and to become involved in college activities. During the second semester, WREP students are required to take one class outside the block. Parent development, which the WREP staff assisted in creating, is recommended for the younger students, especially those who have not yet had their children. Parents with grown children are no longer advised to take the course because they often experience guilt feelings about their childrearing practices. Selection for non-WREP classes is open to all classes offered by the college. Students have, in fact, selected a wide variety of courses ranging from typing to logic.

INSTRUCTION

English, sociology, health, career planning and study skills are offered during the students' first semester, since these courses offer basic skills and information that will both assist the student in succeeding in college and in developing self-awareness and academic and career decision-making. WREP classes attempt to meet the educational needs of the individual student. Courses include diverse cultural subject matter, stress oral and written communication skills, student participation in planning instructional techniques and course content, material of interest to women, and inter-disciplinary instruction and projects to decrease fragmentation among subject areas. For example, one objective of WREP was to familiarize students with and encourage participation in community agencies. A combined sociology/ English assignment was to select a community agency of interest to students as a research project. Using skills and information acquired in both courses, WREP students investigated and prepared written reports on more than 50 community agencies.

The students are required to take Speech and Biology in addition to the electives during the second semester.

ENGLISH

English composition is a subject in which even ordinary college students have difficulty. Many WREP students have come from secondary schools were English is inadequately taught to disadvantaged students. Some students have not finished high school and English courses taught there, and some have not had the role models in the home for learning reading and writing. The WREP students' ability is judged by a paragraph they are asked to write when they enter WREP. From that sample, it is determined whether they can take the basic, transferable freshwoman composition course English 1A or English 92, a non-transferable course which is preparatory for English 1A. Class lectures cover the skills required of both groups, and compositions are assigned to the whole class, with each woman writing according to her own ability. Individualized instruction packets are available for students who need to develop very basic grammar skills and who are willing to work on their own. Individual help from the instructor and tutor are available. To complete the course, the English 1A student must write a research paper, and the English 92 students must write several smaller papers. If an English 92 student has successfully completed all assignments and feels she has progressed to the freshwoman level, she is free to attempt the research paper and gain credit for 1A. WREP maintains a library of research papers written by WREP students.

ATT students are required to keep a daily journal of their

attitudes toward their own WREP experience. The journal also serves to improve writing skills and provides the students with a personal, open means of communication. Letter writing is also a part of the English program, and the students initiated and wrote a weekly newsletter, WREP RAP. (See appendix, page 40, for sample.)

Those students who attended conferences, workshops or seminars wrote an account of their experiences and information gleaned from the programs. (See appendix, page 43, for two samples of written summaries submitted by two participants who attended conferences through WREP sponsorship.)

One objective of the English course, specifically, and other courses offered in WREP is to guide participants in the development of their oral communication skills. Students participate in oral panel and open class discussions as part of the English curriculum. Several WREP students spoke at an Open House, the orientations, SJCC International Women's Day Celebration, the Sacred Heart Community Center, Opportunities Industrialization Center and Calvary Community Church. To increase skill ability and confidence in oral speaking WREP participants were required to take speech as part of the WREP core of classes, beginning in Spring 1975.

TUTORING

Tutoring for each WREP subject is available from 1 to 2 p.m. on Mondays, Wednesdays, and Fridays. Participants can receive individual attention or participate in group instruction according to their individual needs. Peer tutors, used both in class and for after-school instruction, are natural role models who lessen the feelings of embarrassment and incompetence in re-entering women. The staff made considerable efforts to recruit mature women to fill the paid tutorial positions during the program's first semester, but the WREP students put an end to the second semester search by enlisting as peer tutors for the subjects in which they felt most competent. An unexpected outcome of the tutoring program was a group of eight single-parent WREP families who moved into a low-income apartment building where they have frequent tutoring sessions after school. The result of the sessions, which were initiated by the WREP students themselves, was myriad A's among the women in the building.

Much of WREP tutoring is paid for by the Cooperative Learning Center, which is funded both by college funds and by state monies allotted to community colleges according to the number of disadvantaged students at the individual colleges. The state CLP money, funded by Sen. Alquist's Senate Bill 164, can only be used for disadvantaged students. About $4,600 of the college CLP budget is given to WREP to use for its students.

WREP PREP AND ENGLISH AS A SECOND LANGUAGE

In spite of intensive, personal, individualized tutoring and individualized study packets, several students with bilingual backgrounds had difficulty passing the English class. This is a significant situation in San Jose, since nearly one-fourth of the population has Spanish surnames, and a high percentage of the population includes monolingual Spanish and bilingual speakers. In addition, a number of students were deficient in English because they had not completed more than the sixth to eighth grades. WREP designed a special 12-unit program with English As A Second Language (ESL), which provides these women with concentrated instruction in basic language skills. Basic study skills are also taught. WREP PREP, which includes a basic English skills course for students whose first language is English, was also designed. The basic English course is six units, and the ESL course is nine units. The WREP PREP students also take consumer education, three units; tutorial, two units; and group counseling, one unit. After one successful semester of WREP PREP, the students are enrolled in the regular WREP program.

HEALTH

The health education course has resulted in a re-evaluation of attitudes held by WREP students. Many of the women came from traditional backgrounds where sex was not discussed. The women often showed anxiety when confronted with pictures of human sexual organs, and did not wish to talk about the subject. Homosexuality is another subject the women have been reluctant to discuss. However, there have been a few gay women in most WREP classes. Many of the women have been taught myths about homosexuality, and they have to be re-educated on the matter. The anxiety about these health subject areas has resulted in some complaints about the class. For example, half of a class felt questions should be allowed during the lectures, and half felt they should not. In spite of the anxieties about the subject matter, the students noted in a survey that health was one of the most personally helpful classes, second only to English. The survey also noted that the women enjoyed health the most. Also, students have changed their attitudes about sex as a result of the class. One woman, for example, said that she had begun to discuss sex with her husband and that her marriage was consequently better.

EVALUATION OF WREP CLASSES

Anonymous surveys are one method of evaluating WREP and making it

responsive to the women it serves. The women also evaluated the program in seminars, in class and through one-to-one contact with the WREP staff. See appendix, page 43,, for a survey regarding student response to WREP courses.

When asked to suggest an innovative idea or unique course they would like to see in WREP, the students listed:

--General handiwork around the house.
--A drama group.
--A women's history or women's study class.
--Course on laws for women.
--Auto mechanics.
--A course on divorce.
--A course on welfare rights.
--Financial planning.

As a result of students interest in the role of women in society, a WREP instructor developed a new course, Sociology of Women, which is offered as part of the regular college program. In addition, the WREP sociology class was restructured to include more content related to the role of women. SJCC had about seven women's studies courses at the end of the 1974-75 school year.

The students also recommended that a women's center be provided for study and that programmed texts be provided for students who desired more intensive instruction in basic English. In addition, the students requested more small group instruction. Instructional techniques were varied to meet individualized needs and the techniques included lectures, large and small group discussion, individualized instruction, audio-visual materials and interdisciplinary instructions. The students, who tended to be relatively traditional in their view of effective teaching, said lecture- and small-group approaches were the most effective. A major criticism, particularly during the first semester, was directed at the tendency of a few students to dominate large-group discussions, often with what other students considered irrelevant information. This problem was discussed at staff meetings with students and with the instructors and student representatives. The problem was resolved largely through student effort, with a minimum of instructor intervention.

Efforts were made to provide instructors with information related to student and instructional needs through staff communications, monthly staff meetings and through workshops. The instructors were provided with specific information related to educational strengths and weaknesses of re-entry women and were encouraged to read materials such as Goldseger's Counseling the Re-entering Women, C. Luce's Women: A Technological Castaway, the Black Book, and La Mujer en Pie de la Lucha. Instructors also evaluated the program as to how it was meeting student needs and made recommendations for improvement.

In an effort to make the instructional setting more realistic, one male instructor was added to the all-female staff for the 1975-76 school year. A second male instructor may be added.

The WREP students were also asked to evaluate their instructors. See appendix, page 46, for the results of an evaluation of instructors by first-semester WREP students.

GRADES

Re-entry students are given no special consideration in their academic requirements. Although the college administration and instructors are sensitive to their special needs, WREP participants must adhere to academic regulations required of all students. The SJCC policy requires that the student must maintain a grade point average of 2.0 out of 4 possible points to remain in school and off probation. At the end of the first year, the GPA's of WREP students ranged between the levels of the Dean's list and probation. Specifically, 14 WREP students were on the Dean's list and 7 were on academic probation. (See appendix, page 44, for a breakdown of first-year student grade point averages.)

A summer follow-up program for WREP participants with low grade point averages and those on probation has been considered. Such a program should include courses on how to identify problem areas and would provide instruction and tutoring to develop skills needed to overcome academic handicaps. The program would incorporate full use of existing college facilities such as the library and study assistance center, a center for learning study skills. However, the WREP staff has many other responsibilities, especially report-writing, which prohibit undertaking such a program during the summer. However, the staff is helping students in academic problem areas by referring them to existing college facilities, which can help the women upgrade academic skills. In addition, it has selected students from a more diverse sociocultural representation in order to provide role models for those students with lower academic performance to follow.

COUNSELING

The WREP counselor, assisted by two counseling interns and the social services coordinator, are available to all program participants at any time during the year to discuss academic and career guidance as well as personal, family or financial problems. The counselor is also assisted in the area of testing by the counseling interns.

Academic counseling begins during the initial interview when the counselor and prospective student discuss career and educational goals and design an alternate course of study outside the WREP block. The counselor and social services coordinator also arrange for work experience placement, make employment referrals and placements, assist with

COUNSELING

forms and applications, help with finding childcare and other social services needed by the students.

CAREER GUIDANCE

In addition to private interviews, the counselor teaches the career planning class, which is designed to clarify prerequisites for planned courses and special career fields. The class is also intended to motivate students to attain grades which enable them to enter their chosen fields and to point out the differences in courses for certificate, associate arts and advanced degree programs.

One way to expose students to new and traditional careers is to invite representatives of various fields to speak to the class. Numerous persons with careers rangings from grocery clerk to engineer have spoken to WREP classes. To assist students in determining occupational and educational goals, a WREP consultant specializing in the field of occupational choice worked with the WREP students during the program's first year. She met with the students in small groups and individually in an effort to plan long-range goals for the students. Most of the students seemed to benefit from the individual attention of the consultant-psychologist, but the consensus of the staff and students was that career plans could be included as part of the career planning class. In order to encourage WREP students to get four-year degrees after completing their A.A. degrees, WREP plans to strengthen its liaison with Bay Area colleges and universities.

PERSONAL COUNSELING

In addition to being homemakers, wives, mothers, wage earners and members of their communities, re-entering women have additional educational commitments that demand a large, concentrated portion of her time. As a result, they frequently face hostility from their families, which sometimes resent them spending time away from family duties for study. Accustomed to the traditional wife and mother role, they feel guilty about spending time on themselves. (See appendix, page 45, for statistics on the use of time by WREP women.)

During the first year of the program, the staff found that many of the WREP women were unable to communicate to the staff these problems about family hostility, tension, pressures and other personal strains which caused women to withdraw from the program before the counselor could offer any assistance. To prevent this unexpected withdrawal from the program, the counselor set up individual counseling appointments for non-academic

counseling very early in the semester. Consequently, the women were less reluctant to ask for help later. In addition, the use of counseling interns has provided the ability to give the students more counseling contact.

GROUP COUNSELING

Still another attack on the problem was to use the counselor, social services coordinator and counseling interns to lead student seminars for discussing personal problems. These seminars had not been planned, but they were an outgrowth of the students' need to discuss their feelings, particularly with regard to low self-esteem. The seminar encourages support among the students and a sense of group identity. In addition, the sessions are a means by which the staff gets student feedback about the program. The students receive 1 unit of guidance credit for their group seminar work. (See appendix, page 48, for counseling evaluation data.)

PEER COUNSELORS

The major criticism of the counseling program was that the counselor's work load was far too heavy, and she did not have the required amount of counseling time available. To accommodate the needs of the students and to provide them with successful role models, the WREP staff initiated a peer counseling program. WREP students were recruited, interviewed and selected to fill the peer counseling positions, which were filled for the 1974-75 school year. The counselors are chosen according to their attendance, interest in WREP activities and sensitivity to WREP students. Under the guidance of the WREP counselor, each woman participates in training workshops prior to the beginning of each semester. The workshops included basic counseling theories and techniques, verbal and non-verbal communication skills, information on admission procedures, financial aids data, and referral information. During the semester the peer counselors attend a weekly one-unit class, designed to assist them with follow-up of student problems and with problem-solving techniques. The peer counselors become more than counselors, they become friends of the students they counsel. The first-semester evaluation indicated that 60 percent of the WREP students were using the service. The peer counselors are paid for their work, and about one peer counselor for every seven students is recommended.

SPACE

The main problem with the peer counseling program is that there is

no real place for the peer counselors to counsel their students. The WREP office contains one small room where the clerical secretary, social services coordinator and two student aides work. Students crowd into that office after class, since there is no other place for them to meet together. The peer counselors have to search about, hoping to find vacant the small office of the counselor, program director or WIT.

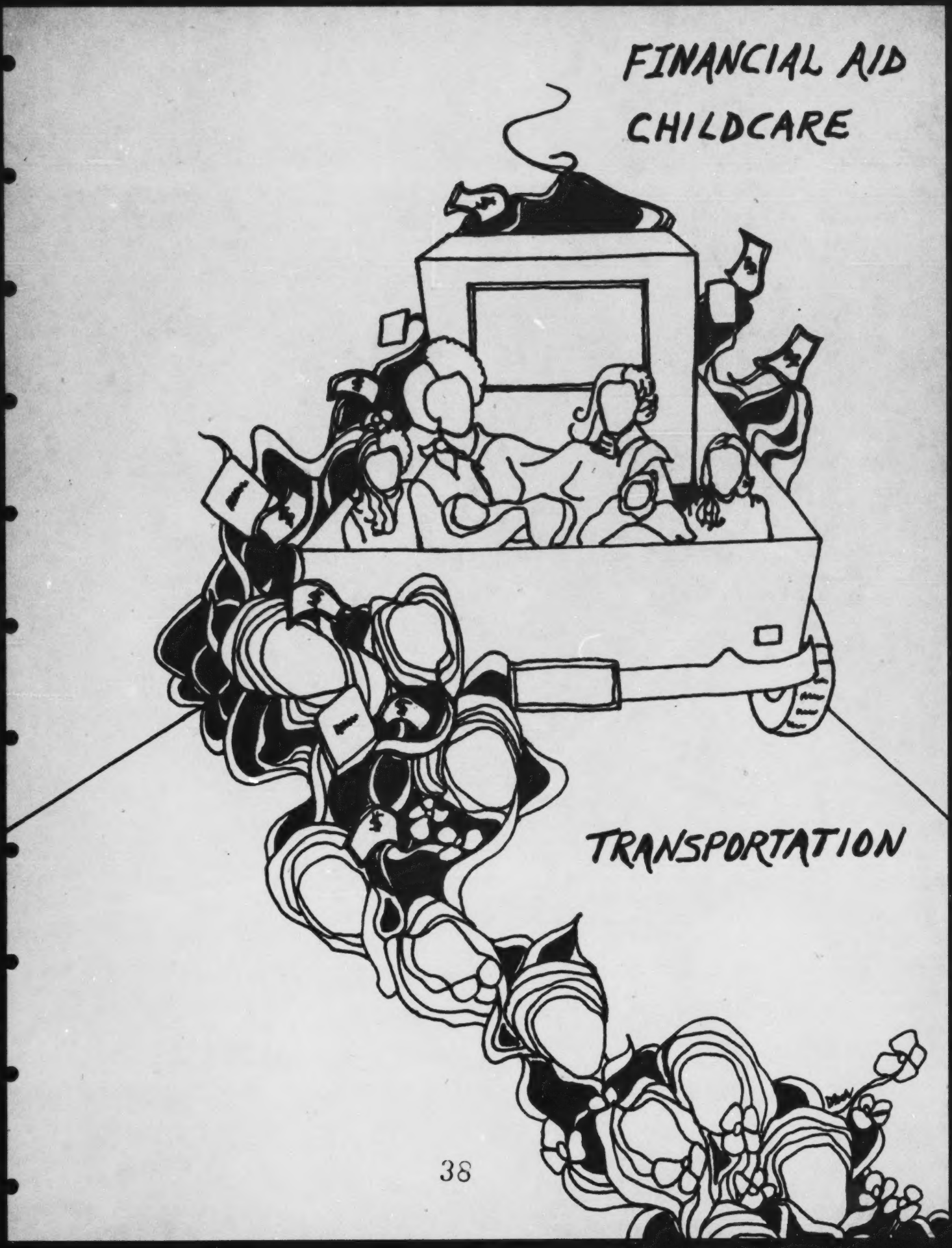
Besides the counseling space, an important part of any re-entry program should be a place for students to share their problems and support each other. The college has promised that a large wing will be devoted to women's programs when the space becomes available as a result of the opening of the new college campus. However, that space has not been forthcoming. Until WREP receives that space, it is hampered by the lack of space for students and staff in the WREP offices.

FINANCIAL

Since financial aid for mature students is quite limited, the WREP counselor and social services coordinator devoted much time toward the exploration of known sources of grants and loans. The WREP staff worked closely with the college financial aids officer to research funding sources and to determine student financial need and eligibility.

The introduction of the Federal Basic Educational Grants (BEOG) was fortuitous for 13 WREP participants who qualified during the first year of the program for this new grant awarded to first-time college students with very low incomes. In addition, 15 WREP students were eligible for California State Educational Opportunity Grants. National Defense Student Loans were awarded to four students, but the WREP staff and participants had difficulty finding banks willing to grant educational loans to mature women. One student received a grant from a special educational fund for minority students. Stipends from the WREP grant were provided for 15 participants. One WREP student, who majored in computer science, received a $2,000 scholarship and a work-study placement from a San Jose area nuclear industry, and one WREP student received a scholarship from the San Jose Rotary. County Social and Vocational Rehabilitation Services, Aid to Families with Dependent Children, Social Security and Veterans' benefits, were also aids to WREP women. The social services coordinator worked closely with agencies providing financial assistance, providing reports, career plans and other required information.

Other assistance included a small grant provided by the San Jose Model Cities Program so that WREP women could pay for childcare while attending workshops for Model City Women. The California Vocational Educational Administration gave the program money to develop a consumer education course for low-income groups. The SJCC Community Services Program funded films for inner city workshops, and the


FINANCIAL AID
CHILDCARE
TRANSPORTATION

Economic Services Organization supplied financial support for workshops. The Title I Women's Program provided money for WREP women to attend conferences on women's programs. An unanticipated outcome of a speaking engagement by the WREP director was a donation by the San Jose Philanthropic Educational Organization, which provided limited funds to cover minor financial needs of WREP students, such as emergency childcare and transportation. It is important that any donations be offered to the women in a non-patronizing fashion.

Two students were placed in part-time paid work experience programs in conjunction with their college courses during the first year, and one student participated in a campus work-study program. In addition, the WREP staff sought off-campus, part-time positions and acted as a job referral source for WREP students when requested. Efforts are continually being made to find more placements for students who are able to combine work and study without affecting their school performances.

In March, 1974, the WREP director testified before the California Legislative Joint Committee on Legal Equality, focusing on the difficulties facing re-entering women who need grants and loans to remain in college. Partially as a result of this testimony, the 30-year age limit was deleted from the California State Scholarship by the California State Legislature. Some re-entering women would also benefit by taking less than a full load when adjusting to their new college environments. However, many grants and loans require that the student take a full load of courses. A bill to remove the full-time student requirement from the California State Educational Opportunity Grant was passed in 1976. This should alleviate the problem to some degree.

Several other problems in finding financial assistance for the students have confronted the staff. Although attending college adds to their financial obligations, women on welfare who are awarded grants have the amount of the grants deducted from their welfare funds. Thus, no relief is provided for the economic pressures that interfere with their schooling. Also, women can sometimes afford to support their families with low-level jobs, but school costs cut severely into their tight family budgets. Another problem is that inexpensive childcare for women with incomes slightly above the poverty level is difficult to find. The WREP staff is continuing to work for more on-campus, reasonably priced childcare. The staff also continues to work with the SJCC financial aids office in an effort to modify standard financial aid forms or develop new ones to reflect the realities of the life situation of the mature student.

CHILDCARE

Although it was initially believed that the mature woman would have most of her children in public school, it was found that many had

young children who needed childcare while the women attended classes. The San Jose area lacks a sufficient number of childcare facilities, and finding childcare has become a major problem. Even when money is available for the service, it is difficult to find placement in an adequate center. Requests for an on-campus childcare center had been made for three years before one was provided by the SJCC trustees. Before the establishment of the college childcare center, WREP supported a student-run center that was not district supported. In Fall, 1973, the WREP staff and students again brought the increasing need for the center to the trustees. The trustees agreed to renovate an existing building to accommodate a childcare center, which also serves as a facility for the campus Early Childhood Education Program. This center, which operates on a $37,000 yearly budget, offers convenient, progressive childcare to the children of WREP students as well as the students in the regular college. But the campus facility is limited, and the waiting list is usually long. Only about five WREP students were able to use the center during the Spring, 1975, semester. In addition, the center is not open after school when the students need to study. Since childcare continues to be a major problem for women wishing to enter and continue school--especially those with low incomes--WREP is exploring with the director of the campus childcare center the possibility of social services coordinator being included on the childcare staff. The WREP counselor and social service coordinator work steadily with community agencies in the search for childcare facilities. The staff is usually successful in placing children between the ages of two and five in childcare centers. However, these children sometimes cannot be placed if they are not toilet trained. Infant care is almost non-existent in San Jose. The problem of infant care is often handled by WREP students who make baby-sitting arrangements. Another problem is that the mothers with children of several different ages have to place their children in several childcare centers and public schools, causing a severe transportation problem. They have to drive the children to several places and then pick them up again. If the mothers do not have a car, the problem is even more complex.

TRANSPORTATION

SJCC is located well outside the inner city where the majority of WREP students live, and public transportation is limited. A dial-a-ride bus service, which picks up residents at their homes, offered hope to improve the problem, but the service was a failure and subsequently cancelled. To defray transportation costs, women who live outside the bounds of public transportation and have no car are given the opportunity of arranging car pools during orientation and throughout the semester. Another might be a school bus system in which WREP students are picked up and returned to their homes. However, WREP does not have funding for such a program. In addition, the transportation problems faced by women who have children in many childcare centers and schools would remain. Also, those women who do have cars have to pay a $20-a-semester parking fee. Until better public transportation is available, transportation is expected to be a major problem.

ATTRITION

A minimal attrition rate is one way to measure the success of instruction, counseling, and social services provided each program participant. The following chart is the attrition data collected after the first year of the program:

Date of Entry	Total	Withdrew During Semester	Completed Semester
Fall, 1973 Group I	45	4	41
Spring, 1974	36	3	33
Spring, 1974 Group II	35	8	27

The above chart indicates an extremely successful retention rate, especially in view of the high risk nature of the program target population. Although more than 50 percent of the program participants stated that they had considered withdrawing from school at least once, the actual attrition was minimal, indicating the effects of the supportive program.

The following were the reasons given for withdrawal:

Reason	Number
Employment	8
Illness (self and family)	3
Financial or personal problems	3
Moved	3
Deficiency in language skills	2
Reason unknown	1

An unanticipated outcome of WREP was that a significant number of participants were able to obtain employment after only one semester of the program. The students, who were given jobs as a result of career counseling and increased self-confidence, will be followed to determine success or failure.

The following are the withdrawal dates for the first-year students:

	SEPT	OCT	NOV	DEC	JAN MID-SEMESTER	FEB	MAR	APR	MAY	JUN
Group I		4			4		1	1	1	
Group II							6	2		

Following interviews with the participants withdrawing from the program, the counselor and instructors determined that a significant reason for the increased attrition in Group II was the lack of suburban women, who act as educationally motivated and assertive role models. Another reason for withdrawal was decreased educational motivation of students entering in the Spring.

The staff has done the following to further reduce attrition:

1. Selected a representative number of participants from varied socio-economic backgrounds in order to enrich group diversity and to provide educationally motivated role models.

2. Initiated methods to minimize anticipated attrition of students during summer and winter breaks by increasing contact with students via phone, letter, social events and personal visits of staff and peers. Data from the first semester of the second year indicates that the retention rate is increasing.

3. Emphasized the importance of developing a positive attitude toward new educational experiences to increase the motivation of students entering in the Spring.

4. Provided courses to develop basic language skills.

5. Provided earlier more intensive counseling. (See appendix, page 49, for further data on attrition.)

TESTING

The counselor reviews, selects, administers and evaluates program testing throughout the semester. Previously, she administered tests to determine occupational and career goals and their level of determination in reaching them. In addition, she measured the students' attitudes toward life and the manner in which she confronts and handles problems in everyday life. Still other surveys were used to evaluate the program. Currently, only tests which help the student determine occupational and career goals and surveys used to evaluate the program are administered. In addition, if the student desires a personalized I.Q. test for her own purposes, such a test is available. The tests measuring values and attitudes were eliminated because of student frustration regarding the

large number of surveys and questionnaires. Students' attitudes, values, and determination are measured in other ways such as grade point averages and ways in which they perform and interact within the program. (See appendix, page 50, for a list of tests which have been used in the program.)

A continuing problem with all of the tests except the I.E. Inventory was that the age considered in designing the test was that of a youth under 25 years. Thus, there was a tendency for the questions to be presented in youthful language that creates a negative response in older students. Also, there has been much emphasis on male-oriented vocational careers. Accordingly, test results consistently placed women in traditional women's roles. To help eliminate these two problems, the WREP counselor, with assistance from the social services coordinator, have contacted testing resource centers to seek out, review and use tests that have been specifically designed for the re-entering student. The staff has been successful in obtaining non-sexist tests to help determine career and occupational goals.

ATTITUDES

(See appendix, page 50, for a report based on the attitudes toward college held by WREP students who filled out the questionnaire during October, 1973.)

BUDGETS

(See appendix, page 52, for second and third year budgets for outlining the costs of a re-entry program with good services and that of a program with minimal services. It must be stressed that WREP has been successful because it has been able to offer adequate services. A program with minimal services would be expected to have a higher attrition rate.)

PROGRAM EVALUATION

An evaluation program, geared toward measuring the success or failure of the program, was developed. A formal, written evaluation was prepared after each year of the program for the Fund for the Improvement of Postsecondary Education (FIPSE), the college and the community. Interim reports were also supplied at the request of FIPSE. In addition, WREP supplied a special year-end report, including evaluation, for the SJCC Board of Trustees. An oral report on the program was given to the SJCC

Board of Trustees during the third year of the program. Since WREP uses regular, full-time members from the SJCC faculty, the usual college administrative evaluation of instructors is applicable to WREP instructors.

Techniques for evaluation included:

1. Pre- and post surveys of student attitudes and career and educational goals.

2. Assessment of grade point averages earned by the students.

3. Assessment of attrition rate of students.

4. Written semester and yearly evaluations by students, staff and a consultant, who has a knowledge of re-entry programs and a Ph.D. in education.

5. Informal assessment of student progress through staff meetings and classroom visits.

The WREP evaluation was used for the following purposes:

1. To determine the success of WREP in meeting the needs of the enrolled students.

2. To demonstrate areas of the Program in need of modification.

3. To demonstrate value of such programs to:
   a. The college.
   b. The community.
   c. The social service agencies.
   d. Other groups.

4. To demonstrate need for expansion of college services to serve other needs of women such as justification for a child development program, need for a women's center as a gathering place for all women on campus, offering a women's enrichment program, and initiating group raps for women.

5. To indicate degree to which program has met grant requirements and commitments.

6. To encourage the institution to incorporate WREP into the regular college offering.

7. To justify request for funds from funding agencies and college boards.

(See appendix page 60, for evaluation results.)

ONE PROGRAM FOR ALL

Although WREP was designed to help a target population of disadvantaged women, a re-entry program does not have to limit its services to such a group. WREP has found that suburban women face the same fears of returning to education as do more disadvantaged women. Mature women coming from all cultures share the same fear of placement tests, college entrance procedures and competition with younger students. And WREP has demonstrated that multi-cultural women can get along together. However, if a program is to be multicultural, it is essential that economically disadvantaged students be helped to find economic resources that are necessary for any re-entry staff to be sensitive to all the cultures represented by the students. It is desirable for minority group members to have some women from their cultures on a college staff so that role models and especially sensitive counselors are available.

The WREP staff has requested that such a combined program be part of the regular college offering after FIPSE no longer funds WREP.

THE FUTURE OF WREP

The WREP record has demonstrated that disadvantaged women, previously headed for a life of poverty and public assistance, can be brought into the mainstream of academic life where they can gain the skills necessary to become useful and productive citizens. The evidence shows that thorough specialized and sensitive counseling and referral services are essential to keep these women in college during their first academic year. At the same time women are receiving these services, they are improving their self-images and learning skills necessary for them to propel themselves through their final years of formal education.

The FIPSE funding, which has made the most of the necessary counseling and administrative services possible for WREP women, will end at the conclusion of the 1975-76 school year. The SJCC administration, in conjunction with the WREP director, has proposed that the women's programs continue as a special program under the supervision of student services. The staffing would include a full-time counselor, program coordinator, a social services coordinator and a full-time clerical secretary. Student office assistants would also be employed.

APPENDIX

STUDENT NEEDS

The following quotations from WREP applications captured some of the needs of other WREP students as expressed prior to entry into the program.

"I figure I have 20 years left of my life and I want to make to most of it. I feel ashamed that I do not have a degree. In fact I lie sometimes and say I went to college 2 years. So now I would like to try and make that lie a truth."

"Being on welfare and not having any kind of income nor any hope of a good career until now has been very depressing. This new possibility of an opportunity to learn a career where I can support my daughter and myself and do it on my own without welfare assistance is a new ray of sunshine."

"It has been 26 years since I have studied and I will be checked by 10 little ones to be sure I practice what I have been preaching all these years. Since I am at an age when jobs are not easy to find, the more I have to offer the better chance I will have to get a worthwhile and profitable one."

"I have two small children living at home. My present husband and I are separated. I cannot depend on any additional financial support to cover our minimum living expenses from their father. I do not have work experience or a high school diploma."

"I am now father and mother to my two children; my husband died in an automobile accident. I went back to high school; but now I find in order to really help my children in their health and education in this new world, I need to learn and educate myself, so as to keep up and understand them. For myself I need to go on in this world. I know I cannot just build my life around my sons."

"I am 49 years old and have not completed my education. My husband is not well; and, because of my age, should anything happen to him at this time, I would find it very difficult to live, as age-wise I would not qualify for Social Security. Also, I have seriously handicapped grandchild I am responsible for financially, and the cost of his care is an ongoing burden that I could not continue with, without preparing myself to do so."

"At the age of 28 I've discovered my brain is stagnating. At age 28 I've discovered I have no career opportunities. At age 28 I realize that at age 15 I didn't really know what I thought I did."

"If I had not heard of WREP I sincerely doubt that I would ever have the courage to start college. I don't know why I am so scared to even try to go back to school. A program like this can help me get started until I can go it on my own."

"I have never spoken up for things I wanted. Even my husband thinks the only things I can do are cook, keep house and have children. I don't feel that's enough for me to do the rest of my life."

"I feel I need this program for a group support situation. I am getting no support in my efforts to go to school from any one else in my life."

"My husband is unable to work because of his health. I need a good education so I can help my kids to get their education. After I got out of high school I knew I should have gone to college, but I wanted to work and have money like all the young kids. I took all kinds of jobs to buy a car. I got married at 18 and here I am."

"Through education I believe I will have more to offer than motherhood; but even in motherhood, a greater contribution can be made to the children if we have a more effective, intelligent and less biased way of bringing them up."

"Because I was married at 15 and quit school I was denied an education. I feel that I have a great deal to offer society, but I have no way to reach out and give what I have."

SHORT-TERM OBJECTIVES

The following short-term objectives were developed:

1. To identify, recruit and select adult women for the WREP using the following criteria:
    a. minority status, defined as women of any culture.
    b. economically disadvantaged.
    c. welfare recipient.
    d. female head of household.
    e. educationally disadvantaged due to:
        (1) limited past educational opportunity.
        (2) interrupted education, whether elementary, secondary or college.
        (3) previous low GPA in college.
    f. seeking new direction for occupational or educational aims.
2. To orient students to the school and to college procedures.
3. To provide counseling to identify and assist with vocational, emotional and financial problems.
4. To implement and sustain the instructional program, a group of general education courses from a broad range of disciplines which will provide students with a basic foundation and exposure to as many new career ideas, possibilities and interests as feasible.
5. To provide a supportive educational atmosphere through sensitive instruction, tutoring and other learning assistance services.

LONG-TERM OBJECTIVES

The following long-term objectives for WREP were developed:

1. To provide financial assistance for needy students.
2. To decrease the attrition rate of mature women students.
3. To improve the student's self-image and encourage her to define self-motivated occupational, career and educational goals.
4. To encourage San Jose City College to make the WREP a part of the regular college offerings.
5. To seek new funding for the ongoing support of the program.
6. To coordinate the WREP with the campus, community and other institutions.
7. To provide a successful and continuing program of equal post-secondary educational opportunity for the adult women in the San Jose Community College District.
8. To encourage the student to strive for positive interaction between the self and others, especially in relating to the family, school and community.
9. To erase any existing negative attitudes toward education by revealing education as a means for personal growth and understanding and improved human relations.
10. To encourage enrolled students to recruit new students for the WREP.

ESTIMATED PROPOSED BUDGET FOR THE WOMEN'S RE-ENTRY TO EDUCATION PROGRAM FOR THE SAN JOSE METROPOLITAN AREA

	PERCENT TIME	HEW IMPROVEMENT OF POSTSECONDARY EDUCATION FUND	INSTITUTIONAL SERVICES (SAN JOSE CITY COLLEGE AND OTHERS)	TOTAL
SALARY CLASSIFICATIONS				
A. Administrative Director	5	$ 0	$ 3,000	$ 3,000
B. Program Director/Instructor	100	$10,328	$ 7,672	$18,000
C. Social Service Coordinator	50	$ 6,000	$ 0	$ 6,000
D. Counselor	100	$14,000	$ 2,000	$16,000
E. Instructors (8)	20	$ 0	$12,670	$12,670
F. Program Secretary ($575/mo. at 11 months)	100	$ 6,325	$ 0	$ 6,325
G. Student Assistants (2) ($2/hr at 15 hrs/week)	37.5	$ 2,190	$ 210	$ 2,400
H. Peer Tutors ($2.50/hr at 15 hrs/week)	37.5	$ 1,500	$ 6,375	$ 7,875

PROFILE-WREP WOMEN

Group I Profile Data (Entering Fall 1973)

1. Racial/Ethnic Breakdown

A. Program as a whole		Number	Percent
Minority		24	53
White		21	47
	Total	45	100

B. Ethnic/Racial classification as percentage of the whole program			
Mexican-American		12	26
Black		8	18
American Indian		3	7
Asian American		1	2
	Total	24	100

C. Ethnic/Racial classification as a percentage of minority groups			
Mexican-American		12	50
Black		8	33
American Indian		3	13
Asian American		1	4
	Total	24	100

2. Other Socio-economic Data		Number	Percent
A. Marital Status			
Married		29	65
Divorced		6	13
Separated		5	11
Widowed		4	9
Single		1	2
	Total	45	100
B. Heads of Household		16	35

C. Number of Children

A total of 120 children are under the care of Group I participants.
Two women are widows, one has ten children, the other has 7.
Two women have 6 children, two have 5, two have 4, eight have 3, twenty women have 2, seven have1, two have no children.

D. Receiving Social Services Assistance

	Number	Percent
	9	20

E. WREP students range in age from 22 to 61. Average age is 35.7 years.

F. Educational Date (Level of previous education completed)

Grade completed	Number	Percent
8	1	2
9	2	4
10	6	13
11	3	7
12	31	70
Some College	2	4
Total	45	100

WREP students have been out of school from 2 to 43 years.
The average years out of school is 16 years.
Ten WREP students enrolled in at least one college course in addition to the block of WREP classes.

Group II Profile Data (Entering Spring 1974)

1. Racial/Ethnic Breakdown

A. Program as a whole

	Number	Percent
Minority	21	60
White	14	40
Total	35	100

B. Ethnic/Racial classification as a percentage of the whole program

	Number	Percent
Mexican-American	12	34
Black	7	20
American Indian	1	3
Asian American	1	3
Total	21	100

C. Ethnic/Racial classification as a percentage of minority group

	Number	Percent
Mexican-American	12	57
Black	7	33
American Indian	1	5
Asian American	1	5
Total	21	100

2. Other Socio-economic Data

A. Marital Status:

	Number	Percent
Married	15	43
Divorced	6	17
Separated	7	20
Single	5	14
Widowed	2	6
Total	35	100

B. Heads of Household — 20 — 57

C. Number of Children

A total of 98 children are under the care of Group II Participants. Twenty-seven of those children are under 6 years of age, 58 are over 6 years but under 18 years.

D. Receiving Social Services Assistance

Number	Percent
18	51

E. The average age is 31 years.

F. Educational Data (level of previous education completed)

Grades Completed	Number	Percent
9	3	9
10	6	17
11	4	11
12	21	60
Some College	1	3
Total	35	100

Group II WREP students have been out of school from 2 to 35 years. The average gears out of school is 13.6.

Participant Profiles. Program participants selected for WREP exhibited some of the following characteristics:

Welfare recipient or low fixed income.
Head of household, overburdened with dual role of being mother and father.
Child-care problems and limited child-care facilities.
Responsible for children with emotional and/or physical handicaps.
Lives in inadequate housing.
Health problems and inadequate medical resources.
Limited transportation.
Educationally disadvantaged, school interrupted for diverse reasons.
Inadequate family support, now and/or in childhood (emotional, financial and/or other types).

No saleable skills.

Limited communication skills, particularly in standard English.

Unaware of agencies or persons to call upon in times of crisis.

Difficulty interacting with "authority" figures.

Suspicious of bureaucracy and distrustful of agents in school or welfare agencies.

Afraid to interact with community, little contact with school, or agencies in the immediate neighborhoods.

Fearful of contact with other persons on the one-to-one basis.

Unbalanced diets.

A feeling of being invisable as a person in her community.

Social and cultural conflicts when interacting with the dominant society.

Psychological blocks, frustrations or uneasiness when interacting with persons who represent the dominant society.

Feels depressed frequently.

Limited recreational facilities and/or activities.

Limited perception of kinds of recreation which she could have such as: hobbies, games and athletic activities.

Volume IV No. 5 Rose White, Editor
March 12, 1975 WREP - RAP San Jose City College

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Meet A New Friend

The counseling intern this semester is Emily Black. She will be in the WREP office on Monday from 2-2:30 and on Wednesday from 12-3:00 for any student who would like to speak with her on a drop-in or appointment basis. She will also be available on Friday from 12-4:00 by appointment only.

When a woman makes a transition in her life, it often affects the family. Talking about some of the changes that are taking place can make this transition go more smoothly. Emily is a re-enty woman herself, and would like to meet you.

Campus News

The subject this week in the Career Center is Hotels and Motels. There will be a Hot Seat on March 13th to answer your questions regarding this field. If this is a field you are interested in, be sure and keep the date open.

****

Need A Haircut????

Licensed haridressers learning new trend cuts will cut your hair on Monday evenings at 7 and 8:15 p.m.. Sign up now in the Cosmetology Department and be a model for a free haircut.

Tutoring Information

Really, the information is simply a room location change, but it's important. All tutoring on Monday, Wednesday and Friday that was scheduled for Room 41 will be held in Room 42. Yup, right next door. This is for tutoring from 12 noon till 1:00.

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The Social Scene

The "Afrodettes" of San Jose presents a delightful program called, "Fashion Interlude." This will be held on Sunday, March 23, 1975 at the Le Baron Hotel. It will be from 4 to 7 p.m. in the Fiesta Room. Le Baron is located at 1350 North First Street in San Jose. The donation is $3.50 for a fashion show, entertainment and door prizes. A cocktail party will follow the festivities...For tickets, call 294-0960.

****

Clovia Cross is taking piano lessons, and now she needs one at home to practice on. If you have a piano you would like to sell for $275 or less, she would be very interested in talking to you. Call her at 259-4521.

****

Toads Got Ya Down? (Taken directly from the Open Line Daily campus paper--the wording was just too good to change.)

The health center has replenished their supply of liquid nitrogen for removing warts. Visit Room 308 to get rid of your toady blues.

****

Recycling Center

This is to remind all environmentally minded people that their hours are:

Monday and Wednesday 12 to 3
Tuesday and Thursday 9 to 3
Friday 11 to 3

Dropoffs must be during these times only. People who are just leaving their stuff other times are being cited for illegal dumping.

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Thought For The Day

When life gives you a lemon, make lemonade.

****

From the BEAUTY AFTER FORTY column in the San Jose Mercury-News:

The stereotype of the Liberated women in her uniform of jeans, T-shirts and combat boots is now as passe as the Cosmopolitan Girl in her uniform of false eyelashes, wig, lacquered-on face and plunging decolletage.

Beauty and liberation do mix, but the liberated woman isn't going to spend all her time and money and energy emulating starlets or models. She wants to look her most attractive (men do too), but doesn't consider her appearance her most important asset.

You're not selling out if you go to the beauty parlor, except if you live there; the set look is out, the natural look is in.

Gone are the days when curly hair had its kind pressed out or straight hair was put through permanent rods. Hair is now cut in wash-and-wear styles that require little or no setting. Sleeping or walking around in rollers is unattractive, uncomfortable and demoralizing.

Don't apologize for covering the gray or changing the color, but remember ultrableached-blonde

shades keep you out of the sun and racing to the beauty shop for touch-ups every 10 days. That's not much fun.

Makeup shouldn't take more than 20 minutes to apply. (OK, stretch that for special occasions). As for false eyelashes, you're not going to get very far if you spend 30 or more minutes each morning pasting them on and then struggle all day long trying to read through them.

Wigs, except for emergencies, are unnecessary for a woman with a normal head of hair. They're uncomfortable and constrict circulation. Likewise, falls, hairpieces, switches, etc.

Many men have complained that women have stopped wearing perfume. Ironically, this is at a time when men have adopted the use of colognes. There's no reason both sexes can't smell good, but don't expect the $50-an-ounce brew to do what its advertising implies.

As for feminine hygiene sprays, ask yourself how, if women are malodorous, did the human race manage to survive for the thousands of years before Madison Avenue. Were our ancestors using gas masks?

Face creams, moisturizers and body lotions don't hurt and may help. The only real damage they do is to the pocketbook. Just remember that the inexpensive face cream in the five & dime is just as effective as the king's ransom varieties with exotic French names. If these concoctions were all that miraculous, you wouldn't see any rich women with wrinkles.

Some women with beautiful skin swear by Vitamin E as their favored skin care product. The word must have gotten around. The price of Vitamin E has doubled since this trend started.

As for dieting, I must admit to a semi-copout on this issue. It's true that our Society's standard of beauty of slimness is artificial and forces many perfectly healthy woman to diet to fashionable conformity. However! it's also true that clothing is created with this image in mind.

The liberated woman isn't about to break her mirror. She just won't be asking it, "Who's the fairest of them all?"

Any Comments??????????????

****

I'm Mrs. Russell
and this is my husband, Mr. Shirley Russell.

COMMENTS BY STUDENTS REGARDING CONFERENCES

The Conference "Personal Finances for Women" was an exciting, well run, fact-filled event. The information discussed is essential to all women, and a course covering this type of material would be beneficial to all. Practical information presented in basic terms about banking, facilities, the stock market, income tax, legal problems relating to women, knowledge of insurance benefits, retirement benefits, Social Security rules and regulations, and how to budget money better and get maximum benefit from every dollar was discussed by a panel of women professionals. A full semester could not cover all of these subjects completely, but this one-day conference was a most valuable experience.

The Title I workshop should have been based more on what WREP could do for the individual and not for the school. Also, some of the speakers should have been former WREP students telling what they have gotten out of this type of program. What the program really lacked was stimulation. The Jewish-Christian Potential of Women Conference was much more exciting. It was informative from the aspect of protecting women when applying for a job. It included a play that expressed that a woman has just as much chance as a man to apply for a certain job. The final part of the conference gave a good example of how a woman can very discreetly handle herself when taking out a male associate. I really liked the informality of this workshop.

EVALUATIONS

The following questions regarding WREP courses were asked of the first year students:

Q. Which course or subject has been the most beneficial and valuable to you personally?

Responses	Number of responses
1. English	22
2. Health Education	8
3. Biology	7
4. Sociology	7
5. Career Planning	4
6. Parent Development	4
7. History	4
8. All	4

Q. Which course or subject areas, if any, has been of little or no benefit to you?

English 92/IA	I5	4	5	I
Career Planning	I4	3	4	
Sociology	24	4	I	

4. Does your instructor show interest and enthusiam in this course?

Scale	I	2	3	4	5
Health Education	20	5			
English 92/IA	I5	5	2	2	
Career Planning	I0	6	3	4	
Sociology	22	7			

5. Does your instructor interest students in her subject matter?

Scale	I	2	3	4	5
Health Education	I9	7			
English 92/IA	I2	5	5	2	
Career Planning	3	6	6	3	2
Sociology	I7	9	4		

6. How well do your instructor's tests sample the material in the class and in the text book?

Scale	I	2	3	4	5
Health Education	23	4	3	2	2
English 92/IA	I7	4	2		
Career Planning	No Testing				
Sociology	22	6			

7. How valuable was the course to you?

Scale	I	2	3	4	5
Health Education	23	4	3	2	
English 92/IA	I7	4	2		
Career Planning	II	7	3	I	
Sociology	22	6			

GRADE POINT AVERAGES

GPA/WREP STUDENTS FALL AND SPRING SEMESTERS I973 AND I974

Grade Point Average	Total Students	Group I Fall	Group I Spring	Group II Spring
4.0 - 3.5	I4	4	7	3
3.4 - 3.0	3	I3	I3	7

Grade Point Average	Total Students	Group I Fall	Group I Spring	Group II Spring
2.9 - 2.5	21	11	6	4
2.4 - 2.0	27	14	5	3
1.9 or less	8	1	2	5
0.0 Withdrew	15	3	3	8
Total Students	116	46	36	35
GPA		2.78	2.82	2.66

STATISTICS ON CLASS PREPARATION AND USE OF TIME

Thirty-one WREP participants indicated they spend six to ten hours a week on preparation and work relating to the program. Ten women needed 11 to 15 hours; eight needed 16 to 20 hours; four needed 21 to 25 hours; and seven managed with five or fewer hours of study. Once the participants established themselves in the new role as student, 33 found they had less time to meet their other responsibilities, 22 had the same amount and two found they had more time. Forty participants indicated that they felt the program had a direct positive effect on the way in which they plan and use their time. Eight felt that the program affected them "somewhat", and two found that their schedules "have not significantly changed."

The specific changes in planning and organization made by the participants to facilitate the handling of their multi-roles were requested in an open-ended question. Following are samples of the responses:

I have become very selfish with my time.
School work comes first, family second and housework suffers.
Have to plan time to study, also to spend with my family.
I plan my other activities when I'm not at school or study.
I find myself in the library reading more books.
I have to readjust my entire schedule.
Since I am out of school early, I get things accomplished after school. Before, I just sat around and wasted time in the morning.
I value my extra time by myself and plan at least two days ahead if at all possible.
It made me aware of the importance of time and how much can be done with my time.
A job like washing used to be done everyday; now it gets done on Tuesdays, Thursdays and Saturdays.
I find that I don't like to waste time; I'm always busy, constructively, not bored.
Get up in a.m. earlier and plan for the day, allocate activities to fit time, watch TV less, go out less, read more, stay off the phone.

EVALUATION OF INSTRUCTORS

WREP students were asked to evaluate their instructors. The following responses--generally favorable--were the results of an evaluation of instructors by first semester students:

Tabulation on a scale of 1 (positive) to 5 (negative)

1. Is your instructor clear and understandable in her explanation?

Scale	1	2	3	4	5
Health Education	17	8	1		
English 92/1A	15	4	4	2	1
Career Planning	6	6	6	3	
Sociology	25	5	1		

2. Does your instructor take an active personal interest in the progress of the class?

Scale	1	2	3	4	5
Health Education	19	9	1		
English 92/1A	19	3		1	
Career Planning	12	4	7		
Sociology	25	4	1		

3. Is your instructor friendly and sympathetic in manner?

Scale	1	2	3	4	5
Health Education	14	9	5		
English 92/1A	15	4	5	1	
Career Planning	14	3	4		
Sociology	24	4	1		

4. Does your instructor show interest and enthusiam in this course?

Scale	1	2	3	4	5
Health Education	20	5			
English 92/1A	15	5	2	2	
Career Planning	10	6	3	4	
Sociology	22	7			

5. Does your instructor interest students in her subject matter?

Scale	1	2	3	4	5
Health Education	19	7			
English 92/1A	12	5	5	2	
Career Planning	3	6	6	3	2
Sociology	17	9	4		

6. How well do your instructor's tests sample the material in the class and in the text book?

Scale	1	2	3	4	5
Health Education	23	4	3	2	
English 92/1A	17	4	2		
Career Planning	No Testing				
Sociology	22	6			

7. How valuable was the course to you?

Scale	1	2	3	4	5
Health Education	23	4	3	2	
English 92/1A	17	4	2		
Career Planning	11	7	3	1	
Sociology	22	6			

COUNSELING EVALUATION

The following responses are part of the first year student evaluations of the counseling program.

Q. Which of the following best describes the counseling services offered in the program?

Responses	Number of Responses
1. More than adequate	21
2. Adequate	33
3. Less than adequate	4
4. Inadequate for needs	2

Q. During the past year how often have you talked with a counselor in the program about the following?

	Frequently	Occasionally	Seldom	Never	Blank
1. Future educational plans	18	24	13	0	5
2. Job and career opportunities	16	26	15	3	0
3. How to deal with demands and pressures of the program	23	15	16	6	0
4. Financial aid-financial problems	25	12	14	15	0
5. Family problems	2	10	14	22	1
6. Child care	4	8	8	25	3
7. Personal problems	6	19	10	19	2
8. Ability to succeed in program	6	29	9	16	0
9. Problems related to a course or instructor	6	10	13	29	2

ATTRITION

The crucial need for effective counseling as a means of reducing attrition was demonstrated in the responses to the following question, which was asked of the students.

Q. If you have considered leaving the program, indicate the importance of the following factors in your consideration to leave the program.

	Critical	Important	Somewhat Important	Blank
1. Financial problems	10	9	5	8
2. Availability of a job	0	6	8	11
3. Illness (your own)	4	1	5	22
4. Pregnancy	0	1	0	13
5. Difficulty of program	5	5	10	11
6. Pressures of program	3	7	6	14
7. Family responsibilities	6	12	13	10
8. Marital problems-conflict	6	2	5	11
9. Lack of dependable transportation	3	3	4	10
10. Lack of child care	3	4	5	10
11. Illness (family)	4	2	5	12
12. Family problems	8	2	7	11
13. Lack of energy	2	4	8	10
14. Lack of interest	0	1	2	10
15. Uncertain of goals	2	3	10	12

TESTING

KUDER DD/OCCUPATIONAL INTEREST SURVEY - Interest test designed to indicate a student's preferences and how they compare with those of persons in various occupations and fields of study.

I-E INVENTORY - A personal belief questionnaire designed to discover ways certain internal or external events affect different people, and to discover whether the individual feels in control, or controlled by external powers.

JUNGIAN SURVEY - A test designed to objectively evaluate a student's preferred method of dealing with many of life's daily situations. It also measures the degree the student is committed to a method by indicating the extent of introversion-extroversion sensation as contrasted with intuition and thinking as compared with feeling. This survey gives the individual a realistic profile of her psychological type.

SURVEY OF PERSONAL VALUES - Designed to measure certain critical values which help determine the manner in which an individual copes with the problems of everyday living. The values are: 1) Practical Mindedness, 2) Achievement, 3) Variety, 4) Decisiveness, 5) Orderliness, and 6) Goal Orientation.

ATTITUDES TOWARDS COLLEGE OF WOMEN'S RE-ENTRY TO EDUCATION PROGRAM STUDENTS

The questionnaire tapped past and present attitudes towards education, attitudes of the students' parents, reported in retrospect, attitudes of the students in relation to their present family situations and reasons for coming to school. Thirty-seven questionnaires were tabulated.

On past attitudes towards education 76% of the students either strongly or moderately agreed with the statement, "I liked school when I was a child," with 14% undecided, and 10% moderately or strongly disagreeing. The percentage who agreed with the statement, "I liked school as a teenager," declined to 70%, as compared to the 76% liking school as a child, with 19% undecided, and 10% disagreeing. Despite the fact that the students liked school, they did not remember it as being fun, since only 44% strongly or moderately agreed with the statement, "School was fun." Another 56% reported that they moderately or strongly disagreed with this statement with no one being undecided. Of the students, 27% admitted to playing "hookey more than once or twice," with 5% undecided and 68% disagreeing.

On attitudes presently held towards school, 71% of the students

strongly or moderately agreed with the statement, "School is fun" as compared to 47% who agreed "School was fun," with 21% undecided and 8.1% moderately or strongly disagreeing. In answering the question, "I do not like to read," 43% moderately or strongly agreed; no one was undecided and 57% moderately or strongly disagreed. Openness to the opinions of others was demonstrated by 91% of the women who disagreed with the phrase, "I do not like to hear opinions different than mine, "with 6% undecided and 3% agreeing.

In answer to questions on parental attitudes, 59% agreed to the statement, "My mother encouraged me to go to school," while 24% were undecided, and 17% disagreed. "My father encouraged me to go to school," brought no answer from 23% of the students and an undecided response from 18%, with 36% agreeing and 23% disagreeing. Further clarification of familial attitudes, particularly differentiating between homes with fathers present and homes with fathers absent, as well as differentiating between parental attitudes and levels of education, will be sought.

Attitudes of the students in relation to their husbands' attitudes were reported by 26 women or 70% of the married students in the group answering the questionnaire. Seventy per cent of this group disagreed with the statement, "My primary reason for coming to school is to please my husband," indicating some independence, while 15% were undecided, and 15% agreed. However, 76% reported agreement with the statement, "My husband encouraged me to go to school," while 8% were undecided, another 4% gave no answer, and 12% disagreed. Twenty per cent agreed with the statement, "My husband is indifferent to my going to school," while 15% were undecided and 65% disagreed. Among the married students 80% disagreed, 8% were undecided, and only 12% agreed with "My husband discouraged me from going to school." Thus, acceptance of their educational aims by their husband was generally reported by these 26 women.

Regarding positive attitudes from their families, of the group of 37 women, 60% responded to "I can expect a great deal of emotional support from my family," with agreement, 15% were undecided, and 15% disagreed. The fact that a majority of these women did not agree with social expectations of their roles was indicated by the 70% who disagreed with the statement, "I feel my place is in the home as wife and mother," while another 21% were undecided and only 9% agreed.

"My primary reason for coming to school is to improve myself as a person," was agreed to by all the women with one undecided or disagreeing. Breaking this into categories, 84% strongly agreed and 16% moderately agreed with the foregoing statement, possibly reflecting a desire for self-fulfillment. Intrinsic motivation was reported by the 93% who agreed also with "My primary reason for coming to school is because I want to," while 3% were undecided, and 5% did not answer. 83% enthusiastically agreed with a third "primary reason for coming to school is to learn an occupation," while 6% were undecided, and 11% disagreed. A fourth "primary reason for coming to school is to find a way to earn more money," revealed 45% also agreeing, while 19% were undecided, and 36% disagreed.

In clarifying "primary reasons" for returning to school, the group numbered in order of importance seven reasons for their decision. "To get

a better education" was selected by 90% of the women, while 76% picked the statement "to get a better job eventually." Equally popular was the statement "to understand myself better as a person," to which 76% also responded, while 62% indicated "it has always been my dream." "To improve myself financially," "I wanted to see if I could do it," and "To learn more about my world," were indicated by 51%, 48%, and 42% respectively. Thus the reasons these women presented were mainly those of fulfillment ranging from the extrinsic and practical to the intrinsic and self-actualizing.

The most pressing problems selected from a list of sixteen in order of importance were: 1) Learning how to study first, with housework second, or how to squeeze everything in; 2) Deciding what to do with my education; 3) Feelings about school now that I'm here; 4) Finding a parking place every morning; 5) Children and their problems; and 6) There is not enough money, with 76%, 60%, 48%, 42%, 49%, and 35% indicating these as being problems.

In responding to the statement "Presently I feel," all the women completed this phrase by checking "I am glad that I am here." Additionally, 76% indicated "Despite all, I'm rather pleased with myself for getting myself here." The third and fourth most popular statements selected were "I wonder if I'll make it," and "I feel confident that I'll make it...at least through this semester, "which were chosen by 67% and 64% of the women respectively. Among the group, 51% indicated "I am sad or anxious about things not concerned with school." Also, "I am torn in many directions because I have so much to do, and I can't decide what to do," was indicated by 27% of these women. Of interest is the fact that no one admitted, "I feel guilty over leaving my husband," or "I am concerned that my children will not turn out OK if I go to school." In addition, only 8% of the women responded to both of the following statements: "I feel guilty about leaving my housework to come back to school," and "I feel guilty over leaving my children to come back to school," indicating that the majority of the women are psychologically committed to college.

SECOND YEAR BUDGET

BUDGET ITEM	
A. Direct Costs:	
1. Salaries & Wages	
a. Professional*	$ 33,361
b. Consultant*	1,350
c. Clerical	10,060
2. Employee Benefits	-0-
3. Travel*	1,337

		Instructional 500	
4.	Materials & Supplies	Office 600	$ 1,100
5.	Equipment (Purchase or Rental)*		-0-
6.	Production (Printing, Reproduction, audio-visual)*		350
7.	Other*		7,260
B.	Indirect Costs:		1,393
		TOTAL	$ 56,211

Institutional Support 2nd year total $ 53,739

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*Items to be detailed in Budget Narrative, if applicable.

BUDGET NARRATIVE FOR FIPSE FUNDING
SECOND YEAR BUDGET

SALARIES

a. Professional

	Federal
Program Director $20,026 less $8,665 (institutional)	$ 11,361
Program Counselor	15,400
Social Services Coordinator (half-time)	6,600
Total	$ 33,361

b. Consultants

Evaluation Consultant for 4 days at $100 per day plus expenses of $25 per day	$ 500
Child Development Center Consultant for 2 days at $100 per day plus expenses of $25 for one day	225
Counseling and Career Resource Consultants/Speakers. Three persons for one day each at $100 per day plus $25 per day expenses	375
Community Workshop Leader for 2 days at $100 per day plus $25 per day expenses	250
Total	$ 1,350

TRAVEL

Project Directors Meeting in Washington	$ 437
Local Travel Mileage: 1070 miles @ .14 mile = $150 less $100 (institutional)	50
Conferences (projected)	
(1) student conference attendance	200
(2) staff conference attendance	550
Total	$ 1,237

PRODUCTION

a. Printing costs	$ 200
b. Video-taping of progression of a typical student in the WREP Program (to be used in recruiting)	100
c. Still photos and slides for publicity and use at conferences to demonstrate Program	50
Total	$ 350

OTHER

Program Assistants (WREP Students) to aid with recruiting, assisting with applicants during interviews, helping with registration, etc. Four students x 120 hr. each x $2 per hour	$ 960
Peer tutors and peer counselors. Twenty tutors x 4 hours per week x $2.50 per hour x 33 weeks = $6,000 less $5,600 (institutional)	1,000
Communications: Postage	150
Student Orientation Programs. Two per year x $25	50
WREP Open House and Conference	100
Student Stipends: expenses to cover such things as book costs, parking fees, health fees, and childcare - $12,150 less $7,150 (institutional	5,000
Total	$ 7,260

SAN JOSE CITY COLLEGE WOMEN'S RE-ENTRY TO EDUCATION PROGRAM
THIRD YEAR BUDGET
1975-76

BUDGET ITEM

A. Direct Costs:

1. Salaries & Wages	
a. Professional*	$ 34,861
b. Consultant*	1,250
c. Clerical	11,446

	2. Employee Benefits	$	0
	3. Travel*		1,437
	4. Materials & Supplies		1,100
	5. Equipment (Purchase or Rental)*		0
	6. Production (Printing, Reproduction, Audio-Visual)*		350
	7. Other		8,886
1	B. Indirect Costs:		1,393
		Total $	60,723

Institutional Support (3rd year total $ 50,789*
(This figure does not reflect the amount of Institutional contribution for staff benefits)

The above projections for budget and expenditures reflect a 75 percent increase in total WREP participants and inflationary costs.

*Items detailed in Budget Narrative

BUDGET NARRATIVE FOR FIPSE FUNDING
THIRD YEAR BUDGET

SALARIES	Federal
a. Professional	
Program Director	$ 11,361
Program Counselor	16,900
Social Services Coordinator (half-time)	6,600
(These changes reflect 10% cost of living)	
TOTAL	$ 34,861
b. Consultants	
Evaluation Consultant for 4 days at $100 per day plus expenses of $25 per day	500
Counseling and Career Resource Consultants Two persons for one day each at $100 per day plus $25 per day expenses (two times per year = 1 time each semester)	$ 500
Peer Counseling training Community Workshop Leader for 2 days at $100 per plus $25 per day expenses	250
TOTAL	$ 1,250
TRAVEL	
Project Directors Meeting in Washington	$ 437
Local Travel Mileage: 1070 miles @ .14/mile = $150 less $100 (institutional)	50
Conferences (projected)	
(1) Student conference attendance	200
(2) Staff conference attendance	550
(3) Child Development Center Site visits and consultation (projected)	200
TOTAL	$ 1,437
PRODUCTION	
a. Printing costs (revised brochures, student follow-up)	$ 250
b. Video-taping of progression of a typical student in the WREP Program (to be used in recruiting and re-editing)	50
c. Still photos and slides for publicity and use at conferences to demonstrate Program	50
TOTAL	$ 350

OTHER	Federal
Program Assistants (WREP Students) To aid with recruiting, assisting with applicants during interviews, helping with registration, etc. Four students x 120 hr. each x $2.10 per hour	$ 1,008
Peer Tutors and Peer Counselors Twenty tutors x 4 hours per week x 2.70 per hour x 33 weeks $7,128 less $5,600 (institutional)	1,528
Communications Postage (student follow-up)	200
Student Orientation Programs Two per year x $25	50
WREP Open House and Conference	100
Student Stipends Expenses to cover such things as book costs*, parking fees, health fees and child care - $13,150 less $7,150 (institutional)	6,000
*Increased number of students and inflationary cost of books	$ 8,886

PROPOSED CHAMPAGNE BUDGET

A.	*Direct Costs*	
	1. *Salaries and Wages*	
	a. *Professional (director, counselor, 1/2 time Social Services Coordinator)*	$ 47,153
	b. *Consultant*	1,250
	c. *Clerical*	11,746
	2. *Travel*	1,937
	3. *Materials and Supplies*	2,628
	4. *Equipment*	2,000
	5. *Production (printing, reproduction, audio visual)*	500
	6. *Peer Tutors*	5,600
	7. *Student Grants and Loans State, Federal, Private*	12,150
TOTAL DIRECT COSTS		$ 105,326

PROPOSED BEER BUDGET

A. Direct Costs	
1. Salaries and Wages	
a. Director (40% release time)	$ 9,616
b. Counselor (1/3 time)	5,633
c. Instructors	22,000
d. Consultant	100
e. Clerical (1/2 time)	3,440
2. Travel (conference)	300
3. Materials and Supplies	285
4. Equipment	1,000
TOTAL DIRECT COSTS	$ 20,374

GENERAL EVALUATION OF THE PROGRAM

Assessment forms as well as personal and group interviews indicated that WREP has provided a generally successful program for participants. Specific information and data on program activities and results is provided throughout the following evaluation. Pre-assessment questionnaires determined first-year student attitudes toward the program, and post assessment questionnaires determined changes in attitude. Entering participants were asked an openended question:

Q. What is your first impression of the program?

Responses fell into 5 general categories:

Responses	Number of responses
1. Very positive	29
2. Good	11
3. Satisfactory	5
4. Doubtful	8
5. Frightening	7

Some specific responses to the question were:

I'm really not sure if this program is for me.
Scary, I am afraid.
The answer to my prayers. I never thought I'd make it to college.
I am skeptical, not sure it is the thing for me.
I am really impressed and happy such a program is available.
I can't believe I still have a chance at my age.

In the post program assessment, participants were asked a scaled question:

Q. How do you feel about the program today?

Responses	Number of responses
1. Very satisfied	45
2. Moderately satisfied	11

(continued)

3.	Not very satisfied	1
4.	Dissatisfied	0
5.	Other	3 (no answer)

The same question, "How do you feel about the program today?" asked in an openended format elicited the following sample responses from students who had completed the year program:

> This program is an excellent way to go back to school.
> It has been a good influence, very helpful and useful.
> I feel it is a good program for women like me, but it is hard.
> I'm glad I stayed for the year; I tell everyone about it.
> Confident, and would recommend it to others.
> I couldn't be happier with it; it's better than I hoped for.
> It requires a great deal of time to study and perform well.
> Very good. The program has helped me a great in getting an education and communicating with people.
> It is fantastic and it is the right program for me. It has helped me grow.
> It took the fear out of going back to school after so many years.

Q. What is the most valuable service provided by the program other than instruction (classes)?

Responses		Number of responses
1.	Tutoring	13
2.	Seminars	11
3.	Support from other people	8
4.	Counseling	7
5.	Warmth/support	6
6.	Informal discussions	3
7.	Gives me a broader view on things in general	1
8.	Blank	7

WREP STAFF SERVICES

In the anonymous evaluation of WREP at the end of the first semester students expressed the following attitudes about the most valuable services received from the WREP staff:

(continued)

ADMINISTRATOR:

1. Inspiration
2. Efficient
3. Understanding when problems, crises come up
4. Encouragement
5. Genuine sympathy
6. Supportive
7. Good attitude
8. Warmth
9. Gave recognition as a person
10. Understanding of women

COUNSELOR:

1. Career decision
2. Moral support
3. Advice and information
4. Financial assistance
5. Understanding and concern
6. Available to give assistance
7. Good career information
8. Good personal counseling
9. Very down to earth
10. Appreciated her suggestions & help

SOCIAL SERVICES COORDINATOR:

1. She listened
2. Book loan
3. Very helpful
4. Helped with welfare department and other services
5. Admired her speech and attitude
6. Financial support information
7. Informative
8. Friendly
9. Helpful with school assignments
10. Referral help

INSTRUCTORS:

1. All helped
2. All enthusiastic & supportive
3. New ideas
4. Warmth and interest in me
5. Patient
6. Encouraging
7. Understanding
8. Clear in their course content
9. Good communication; respect from them
10. Informative

STUDENT RECOMMENDATIONS

Participants contributed ideas and recommendations for program improvements through several openended questions concerning program assessment provided in the evaluation and during class, seminars, staff meetings and personal contact.

Among the most frequently expressed desired changes were:

Include more helpful information on career planning.
Make classes more individualized.
Include a women's history or women's study course.
Provide more time to work on research papers.
Provide a women's center on campus.
Get a bigger WREP office.
Have more direct, personal communication.
Make more phone calls to students to ask if there are any problems.

In response to the question, "If you were to make one important program, what would that be?" some students suggested that WREP classes be extended to five days a week and that tutoring be made available on a daily basis, that more class time be devoted to lecturing and less to discussion, that course offerings be expanded and that class size should be decreased. Other specific suggestions included interchangeable classes to attend day or night classes, the program should last longer than the present time, more one-to-one contact, add a Chicano studies or Black studies class which would give a self-identity effect, eliminate the parent development class since women who have almost completed raising their families do not need the class, add a child care center, add a women's center, provide individualized counseling, have more financial aid available, make WREP last more than two semesters, have fewer questionnaires to fill out as it is a waste of time. To provide more counseling time the participants recommended that a program of peer counseling be established in WREP.

LONG-RANGE STUDENT GOALS

At the end of the first year it was too soon to measure the extent to which the women had met long-range academic, occupational or personal goals. First year students were asked, "What would you like to do most after finishing the program?"

Responses	Number of responses
1. Continue education	18
2. Go to work	6
3. Take a vacation	4
4. Undecided	1

In response to the statement, "At present my plans for next September are to. . .", 25 first semester women planned to return to SJCC and take courses from the regular college program. One planned to enter another college and one planned to leave school. Two were undecided.

IMPROVEMENT OF SELF-IMAGE

The students meet regularly with the counselor, social services coordinator and other program staff and instructors throughout the semester to discuss their needs, feelings about themselves now that they have returned to school, and means of coping with changes they experienced. To increase their awareness of themselves as women, students, and contributors to their community, students participated in on-and off-campus conferences during the year. The students themselves conducted class discussions and made oral presentations on the topics of self identity, self awareness and changes in attitude, and they kept a record of their experiences and feelings toward these changes in a daily journal. Pre- and post assessment of attitude change psychological tests were administered; they included the Jungian Type Survey, Strong Vocational Inventory Blank (SVIB), Wechsler

Adult Intelligence Scale (WAIS), Allport, Vernon and Lindey Study of Values, Ritter's Internal-External Scale of Locus of Control (I-E Scale) and a WREP Self Expression Sheet..

Following are the responses to questions in the year-end evaluation that relate to assessing changes in the self, or the self in relation to others:

Q. Do you think you are better or worse off generally than your parents or guardians when they were at the same stage of life?

Fifty of the participants felt that they were better off, with only two feeling that their conditions were worse.

Q. Do you think your immediate family is better or worse off than they were five years ago?

	Better	Worse
Financial conditions	30	8
Living conditions	21	2
Educational Opportunities	46	0
Job Opportunities	38	1
Educational, job, recreational opportunities for children	35	1

Q. How do you feel about this change?

In response to this question, fifty-four of the women expressed a positive feeling toward the changes within themselves, with three women saying "I'm not sure yet," and one who "did not like the change at all. It is not a good feeling." Two participants did not respond.

Q. Since attending the program, how would you describe your growth in the following areas?

	Extensive	Some	None
Understanding yourself	27	23	0
Sensitivity to value systems different from your own	19	21	0
Seeing how things appear from another person's point of view	24	23	1

(continued)

	Extensive	Some	None
Sharing decisions with others	25	20	3
Managing conflict	18	25	1
Adapting to change	23	23	0
Being able to forsee alternatives as solutions to problems	23	25	0
Being able to forsee consequences of decisions	15	29	0
Communicating with family members	25	20	1

Q. What has been the most significant change that has occurred in you since you entered this program?

Nineteen participants specifically expressed that they have become more self-confident. Among the other responses are:

I feel more independent and happier with myself.
Since entering the program I have become more extroverted and have been given the courage to do what I've always wanted - get an education and contribute.
I have learned to communicate with people much better. I am determined to stay in school and finish my education.
I feel happy and like a whole new person.
I have become more aware of situations out in public, also aware of people and problems in society.
Improvement in thinking more clearly and logically.
This program has stimulated by interest in life and has given me a whole new outlook for the future.
I am more patient and understanding about people.
I am able to express myself better.
I have discovered that I am a human being in my own right and not someone else's property.
I am more assertive and self-reliant.
I see more things I want to change about myself. I want more independence. Also I want to participate in social and community programs.
I realize that there are many women like myself and I am open to them and feel less sorry for myself.
I am more tolerant toward my children. I won a scholarship and my attitude toward school has become very positive.
I have become more open with women and more skeptical about what I hear and read.
I feel I know myself better and what I learn I remember and apply to every day living.

ASSESSING PERSONAL ASPIRATIONS AND DECISION-MAKING

Through their answers to the questions on the final first year evaluation most participatants expressed awareness of their personal aspirations

and capabilities and their educational and occupational goals. The selection of non-program courses listed at the end of this section gives insight into the ability of the participants to make decisions in accordance with their own goals and objectives.

Q. How important to you personally is it to get ahead in life?

Responses	Number of responses
Very important	41
Somewhat important	11
Not important	4
Uncertain	4

Q. Realistically speaking, how good are your chances of getting ahead?

Responses	Number of responses
Pretty good	26
Excellent	18
Fair	13
Somewhat limited	3
Not much chance	0

Given a list of twenty goals, participants were asked to rate them in order of personal importance. Those most often considered "essential" or "very important" were:

	Essential	Very important
Developing a meaningful philosophy of life	21	11
Have a stable, secure future	19	16
Working with people rather than things	17	19
Raising a family	15	23
Influencing social values	7	21

The lowest on the list of priorities were "becoming accomplished in one of the performing arts" and "having administrative responsibility for the work of others."

Q. *Which of the following do you expect to give you the most satisfaction in your life?*

Responses	Number of responses
Career occupation	25
Family relationships	17
Participation in activities directed toward local, national or international betterment	9
Religious beliefs or activities	4
Leisure time, recreational activities	2

Q. *Choose your most important reason for attending college at this time.*

Responses	Number of responses
Educational growth	20
Self-improvement	16
Special program is now available for people like myself	11
Change career goals	3
Opportunity for financial advancement	2
Job retraining or learning a new skill	2

Q. *What is your major educational interest now?*

A majority of the women from both groups are interested in health and medical sciences with education, social sciences, arts and humanities the next in popularity. Other interests include agriculture, home economics, biological and physical sciences, business, law and electronics.

Q. *Do you have a specific degree-goal at this time?*

Responses	Number of responses
1. Yes	39
2. No	2
3. Unsure	19

Q. *If yes, what is it?*

Responses	Number of responses
1. BA	16
2. AA - General Education	10
3. AA - Paraprofessional education program	8
4. MA	7
5. Other	

Q. Do you have a specific vocational or career goal at this time?

Responses	Number of Responses
1. Yes	29
2, No	8
3. Unsure	19

Most "unsure" responses were from women who had completed only one semester.

Q. If yes, what is it? Some sample responses were:

Bi-lingual educator	Medical technician
Health educator	TV & Radio work
Teacher	Parole or probation officer
Social worker or counselor	Lab technician
Recreation director	Computer programmer
Environmental design & Social change	Lawyer
Nurse	Psychologist

Q. How would you describe your educational or career goals now?

Responses	Number of responses
1. Exploring, but I know the general direction	29
2. Very clear, I know where I want to go	19
3. Exploring many areas	7
4. Less clear now than when I stopped high school	1
5. About the same as when I stopped school	0
6. Don't know	0

Q. To what extent has the program influenced your vocational or career goals?

Responses	Number of responses
Very much	31
Somewhat	17
Little	1
Not at all	1

As a means of directing the women into the college mainstream, WREP required participants to take at least one course outside the WREP block. Based on their personal, academic and occupational goals, WREP participants in Group I selected the following classes as electives for the spring semester:

Parent Development (recommended)	30
English or Speech	22
Math or Business	18
Health or Physical Ed.	7
Psychology	4
Philosophy	3
Political Science	3
Science	3
Spanish	1
Nutrition	1

AWARENESS OF COLLEGE, COMMUNITY SERVICES AND BASIC COMMUNITY ISSUES

From the combined responses of Group I and II, twenty-four of the participants indicated in the evaluation that since their enrollment in the WREP, their community involvement had increased; twenty-seven claimed that it remained the same; and six noted that there was no difference or that their involvement decreased. The kinds of activities that a majority of the women are involved in including following local events regularly in newspapers, voting in elections, talking about national issues, writing to legislators, discussing social problems or current affairs with friends, attending local community meetings, attending political meetings and contributing time to some community project.

On the SJCC campus, WREP students made regular use of the Study Assistance Center, Health Services, the Job Placement Center, the Child Care Center and the Library, as well as the counseling and tutoring services provided by WREP and the college.

Exposure to and participation in community agencies was encouraged through the combined Sociology/English research assignment. WREP participants researched and prepared written reports on over 50 community agencies, such as:

The Children's Home Society
Agnews State Hospital
Planned Parenthood
San Jose Juvenile Court and Probation Department
Sacred Heart Community Center
California State Teachers' Retirement Center
Birthright
Recovery Incorporated (drug program)
County Drug Abuse Clinic
Ruskin School - Speech correctional program
United Fund
YMCA
The Better Business Bureau
Environmental Health Services
San Jose Parent Participating Nursery School
Stanford Children Hospital
Opportunities Industrialization Center Services in S.C. County for pregnant teen-age girls
Social Security
Women's Re-entry to Education Programs in Santa Clara County
Elmwood: Women's Detention Facility
Indian Center of San Jose
Family Service Association
San Jose Women Against Rape
The Gray Panthers - group concerned with the aged
San Jose Regional Vocational Center
Santa Clara County Health Department on Alcoholism
Alcoholics Anonymous
Drug Abuse Clinic, San Jose
Children's Center of Santa Clara Co.
Overeaters Anonymous
On-Call (community referral service)
Al-Anon
DeAnza College Multicultural Program
Community Coordinated Child Development Council
Boy Scouts of America
Mental Health
San Jose Housing Authority
Mexican-American Council in Alcoholism
Santa Clara County Mental Health Center/Suicide Prevention
Newman Center/Catholic Social Services
Gardner Health Center
Santa Clara Valley Medical Center Volunteer Auxiliary
West Valley Alcoholic Rehab.
Santa Clara County Dental Research Foundation

In addition to their course work, WREP participants were involved in these community and campus activities;

Student Cooperative Child Development Center
Tutoring other WREP students
United Farmworkers
Overeaters Anonymous
Model Cities
Veterans Organization
Operation Share (Tutoring elementary school students)
Parent-Teacher Association
Sacred Heart Community Center
Al-Anon
Operation S.E.R.
San Jose Women's Self Help Clinic.

Six WREP students from Group I participated in SJCC Student Government. They held such offices as Director of Women Student' Affairs, editor of the Student Council Newsletter, and Student Council Researcher on the status of women.

WREP participants attended the following conferences:

Conference on Women's Re-entry to Education Program
"Career Day for Women", sponsored by Gavilan College
National Conference of Christians and Jews

In the fall of 1973, WREP students joined the staff and advisory board in the contacting and talking with community organizations, urging support for a proposition before the SJCC Board ot Trustees, requesting the establishment of an on-campus child development center for the children of WREP and regular college students. The child development center would also provide a laboratory facility for the existing Early Childhood Education Program. For the first time, after 3 years of effort, the Board of Trustees was convinced to investigate existing facilities that might be used for the center and agreed to consider construction of a new facility. Since then, the Board of Trustees voted to renovate an existing structure for a child development center. Several Chicana WREP students spoke about the program in their community. Through them, and through community liaison efforts, WREP was encouraged to consider implementing a pre-college readiness program, primarily for bi-lingual Chicanas, in order to better prepare them for postsecondary education. An English as a Second Language program was offered by WREP the next year.

PART-TIME WORK STATISTICS

Seventy-seven first year WREP women had families with husbands, children or both. Of the women in both groups, 27 indicated they worked part time with 11 working 16 hours a week or more.